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ABSTRACT

This guide is intended for local school district and community college administrators, instructors, and other advisory and coordinating groups charged with developing and offering courses in electronics, industrial electronics, and electronic technology. The following topics are covered: legal authority (program standards, planning, structure, development, review and evaluation, and advisory committees); program content (occupational descriptions, program standards, instructional approach, sample course outlines/lesson plans, and student organization participation); student admissions and teacher standards (admission criteria and teacher certification and qualifications); facilities (design criteria, suggested equipment and supplies, safety); and instructor resources (print and audiovisual materials, professional organizations and supportive services). Appendixes include facilities diagrams, organizational charts for Vocational Industrial Clubs of America, and curriculum frameworks and student performance standards for electronics and electronic technology. (MN)

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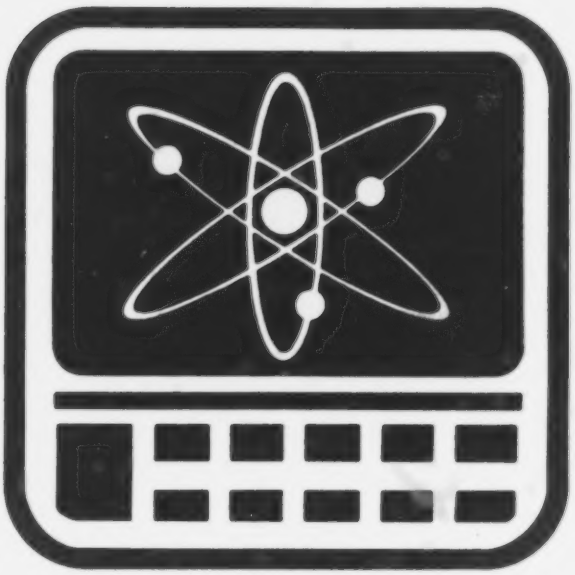

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

Electronics
Industrial Electronics
Electronic Technology

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INTRODUCTION

This Program Guide has been developed to provide information that will be useful to local school district and community college administrators, instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibilty of offering vocational education programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

The Legal Authority sections of the Guide relate to vocational education programs in general. The remaining sections relate specifically to the vocational education program course for which the Guide is designed.

Vocational education has evolved to meet the needs of students desiring to pursue a selected vocation. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. In order to do this, it is necessary both to create exemplary vocational programs and to make those programs consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship between Florida institutions offering similar or related courses and programs. The rule states, in part, that:

> When a student tranfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged ... to be equivalent to courses offered at the receiving institution.

This Program Guide helps ensure that equivalency. Throughout Florida, vocational programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

LEGAL AUTHORITY

Program Standards

Vocational education programs are established pursuant to Florida Statutes (hereafter F.S.) and enabling Administrative Rules adopted by the Florida State Board of Education (hereafter S.B.E.).

Section 233.0682 F.S.: State Board regulations states:

> The State Board of Education shall adopt regulations setting forth minimum requirements for a comprehensive vocational education program, and shall adopt procedures for determining the extent to which such minimum requirements are being met. Such requirements shall include examination of the employment performance of program participants as well as standards of educational output, with particular emphasis on job placement and satisfactory performance in employment.

This statute is administered by S.B.E. Administrative Rule 6A-6.21: Comprehensive Vocational Education Program; definition, which states, in part, that:

> the term comprehensive vocational education shall include occupational education programs not leading to a bachelor's degree. A comprehensive vocational education program is one which provides vocational programs, services and activities of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited to the needs, interests, and abilities of the persons to be served.

For the purpose of defining the vocational education programs administered by community colleges within the state, the Division of Community Colleges has adopted S.B.E. 6A-14.34 to implement 240.355 F.S.: State Board of Education Rules, which authorizes "each community college district board of trustees to initiate and provide comprehensive vocational education programs." (NOTE: S.B.E. Rule 6A-14.34 is identical to S.B.E. Rule 6A-6.621 [see above], except that all S.B.E. Chapter 6A-14 rules refer to Division of Community College-sponsored programs, while S.B.E. Chapter 6A-6 rules refer to programs sponsored by the Division of Vocational, Adult, and Community Education.)

S.B.E. Rule 6A-6.571: Criteria for qualification of special vocational-technical education program courses, provides for the annual publication of Vocational Education Program Courses Standards. These course standards for each vocational education program are approved by the Florida State Board of Education and published by the Division of Vocational, Adult, and Community Education.

The Program Course Standards provide program descriptions and statements of program objectives that must be adhered to by the school districts in offering vocational programs. The extent to which these Standards are adhered to forms the basis for program review and evaluation.

Special funding provisions for vocational programs are determined in relation to all other education programs under Section 236.081 F.S.: Funds for the operation of schools.

Program Planning

The Vocational Education Planning Process, published in 1980 by the Division of Vocational Education, outlines the procedures local education agencies should follow in developing and submitting their five-year and annual plans for the operation of vocational education programs.

The legal basis for program planning is found in Section 229.55 F.S.: Educational Accountability Act of 1976, and 299.555 F.S.: Educational planning and information systems. These statutes address various aspects of the process of planning effective instructional programs at each level—from the local school district to the state level. These Florida Statutes are implemented by S.B.E. 6A-6.67: Coordinating Council for vocational education, adult general education, and community instructional services, S.B.E 6A-6.70: Direct job-related vocational offerings required for each school district, and S.B.E. 6A-6.71: Student services.

School districts are encouraged to utilize the resources and support of business, industry, and the community in planning vocational programs. A portion of S.B.E. Rule 6A-6.67, which has particular implications for planning for specific vocational programs in specific schools, follows:

> The responsibilities of the [coordinating] council shall be to review the total vocational education, adult general education, and community instructional services program being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications.

(S.B.E. Rule 6A-14.37 addresses this topic in identical language for community college programs.)

Program Structure

The legal basis for Florida's comprehensive vocational education structure may be found in S.B.E. Rules 6A-6.621 and 6A-14.34: Comprehensive vocational education, definition; 6A-6.63 and 6A-14.343: Scope of vocational education; 6A-6.64 and 6A-14.344: Types of vocational education courses and activities; and 6A-6.65 and 6A-14.345: Instructional components of vocational education.

Perhaps the legal basis for Florida's comprehensive vocational program is stated best in S.B.E. Rules 6A-6.65 and 6A-14.345. These rules define the components of vocational education instruction, beginning with introduction to the world of work in grades 1-6; exploratory experiences in grades 7-9; job-related experiences and prevocational training instruction in grades 10-12; and adult-level training and retraining programs. Special needs of disadvantaged and handicapped individuals at all levels—grade 1 through adults—are considered and provided for. Based upon these rules, Florida has developed a statewide comprehensive vocational program that is recognized as one of the best in the nation.

Program Development

Vocational program development is geared to meet the needs of Florida's employers and students. The vocational planning process incorporates information from business and industry, including data on employers' needs and on emerging trends and changes in technological processes. Legal basis is provided by S.B.E. Rules 6A-6.64 and 6A-14.344, both entitled **Types of vocational education courses and activities**, for the development of the many vocational courses and programs that must be offered to meet the needs of employers and students. These rules will be amended in the future to bring them more into conformity with 1983 legislation.

Section 228.041 F.S. defines vocational education as follows:

(22) "Vocational education" is defined as meaning that instruction not leading to a baccalaureate degree, either graded or ungraded, listed below:

(a) Job-preparatory instruction in the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education, work experience, and job entry programs which coordinate directed study and on-the-job training;

(b) Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;

(c) Supplemental programs designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to re-enter or maintain stability or advance within their occupation; or

(d) Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into specific occupations. Such courses may include, but may not be limited to, typing, industrial arts, and home economics.

Program development is based largely on identifying and meeting the requirements of employers and credentialling agencies. Significant input is sought from advisory groups, ad hoc committees, and task forces made up of representatives from business and industry and instructional, supervisory, and administrative personnel. The Division of Vocational, Adult, and Community Education, the school districts, and community colleges work together to develop programs with objectives that are consistent with employers' requirements.

Educational standards are established for program development. Using these standards as guides and guidelines, effective programs are developed that meet the goals of vocational education, particularly the major goal of preparing students for entry-level employment. These standards are grouped into three categories: input, process, and product. First, standards of input govern requirements for teachers, facilities, and materials. Second, standards of process help determine requirements for instruction, curriculum selection, placement, and evaluation. And third, standards of product are determined by the number and degree of competencies students achieve and by the placement of trained students in jobs.

Program Review and Evaluation

The primary purpose of program review is program improvement. To accomplish this purpose, a review of each vocational program is necessary to determine those areas in which program improvement can be implemented most effectively.

The legal basis for program review is found in Chapter 229.565 F.S. Educational evaluation procedures. Section (3)(e) of that statute requires the Commissioner of Education to periodically examine and evaluate "the standards by which the school district evaluates basic and special programs for quality, efficiency, and effectiveness."

The term "special programs," as used here, includes vocational programs. In turn, under S.B.E. Rule 6A-1.453: Educational program audits, the Commissioner directs the Division to examine and evaluate vocational programs.

S.B.E. Rule 6A-1.453 provides for periodic audits of both the accounts and programs of each school district. It states in part that the Division shall be responsible for examination of vocational education programs to:

a. Determine compliance with law and criteria established by rules of the State Board;

b. Ensure that individual courses use instructional objectives which are consistent with the criteria for qualification of individual courses as outlined in the publications titled, "Vocational Education Program Courses Standards," Rule 6A-6.571, FAC; and

c. Determine that the capability exists in the instructional setting to accomplish the course objectives.

Under this same rule, the Division also is responsible for: "Examination of adult and community education programs to determine compliance with law and criteria established by rules of the State Board" and "determination of the existence and comprehensiveness of the criteria based on district goals, by which the school district evaluates vocational education and adult general education programs."

The Vocational Education Program Courses Standards (and the new Curriculum Frameworks) provide program descriptions and objectives that may be used as criteria against which the program may be reviewed and evaluated. Basically, program review consists of a self-study by the staff of the program to be reviewed, a visitation and review by a Division staff member, a final report outlining areas of strengths and weaknesses, and a plan for strengthening weaknesses and/or improving the program. The data from the program review instruments are treated statistically and incorporated into the evaluation system.

Program Advisory Committees

Program advisory committees are mandated by federal (Public Law 90-576) as well as state regulations. A single State Advisory Council is provided for in S.B.E. Rule 6A-6.75: Advisory Council for Vocational Education. Committees for individual programs are covered under S.B.E. Rule 6A-6.74: Duties and responsibilities, which states that the director of the Division of Vocational, Adult, and Community Education shall "direct the work of the Division to insure the greatest possible coordination, efficiency and effectiveness in vocational and technical education in the state." The Division encourages program advisory committees as a means of fulfilling this mandate.

The Division utilizes a number of advisory committees in addition to those required by law. Each program area--Agribusiness and Natural Resources, Business, Diversified Occupations, Health Occupations, Home Economics, Industrial, Marketing and Distributive, and Public Service Education--has a corresponding state advisory committee. Also, many

general advisory committees have been formed to deal with special programs and problems.

Several advisory committees assist school districts and community colleges with vocational program planning and operation. The legal basis for such use of advisory committees may be found in S.B.E. **Rules 6A-6.68** and **6A-14.38,** both entitled **Business and industrial community support.** These rules state that school boards and boards of trustees at all levels should take positive steps (which are enumerated) to establish two-way communications and mutual responsiveness between their institution's vocational education program system and the surrounding business and industrial community.

These rules are responsive to the fact that in program development, implementation, and evaluation it is especially important that advisory committees be effectively utilized at the state and local levels. Community resources are an important part of vocational program development.

OCCUPATIONAL DESCRIPTIONS

This Competency-Based Program Guide provides course content information and procedures for secondary, postsecondary vocational schools, and community colleges, conducting programs in the occupational area of **Electronics, Industrial Electronics, and Electronic Technology.**

The Federal Dictionary of Occupational (D.O.T.) Job Titles identifies this occupational area as follows:

D.O.T. JOB TITLE	D.O.T. CODE
Electronics Technician, Any Industry	(003.161-014)
Electronics Technician, Industrial	(003.161-014)
Electronics Technician, Field Service	(003.161-014)
Engineer, Engineering Assistant	(003.161-014)

The definition (description) for each of these job titles is abstracted from the D.O.T. for easy reference.

Electronics Technician (003.161-014)

Applies electronic theory, principles of electrical circuits, electrical testing procedures, engineering mathematics, physics, and related knowledge to lay out, build, test, troubleshoot, repair, and modify developmental and production electronic equipment, such as computers, missile-control instrumentation, and machine tool numerical controls: Discusses layout and assembly problems with **Electronics Engineer** and draws sketches to clarify design details and functional criteria of electronic units. Assembles experimental circuitry (breadboard) or complete prototype model according to engineering instructions, technical manuals, and knowledge of electronic systems and components and their functions. Recommends changes in circuitry or installation specifications to simplify assembly and maintenance. Sets up standard test apparatus or contrives test equipment and circuitry, and conducts functional, operational, environmental, and life tests to evaluate performance and reliability of proto-type or production model. Analyzes and interprets test data. Adjusts, calibrates, alines, and modifies circuitry and components and records effects on unit performance. Writes technical reports and develops charts, graphs, and schematics to describe and illustrate systems operating characteristics, malfunctions, deviations from design specifications, and functional limitations for consideration by professional engineering personnel in broader determinations affecting systems design and laboratory procedures. May operate bench lathes, drills, and other machine tools to

fabricate nonprocurable items, such as coils, terminal boards, and chassis. May check out newly installed equipment in airplanes, ships, and structures to evaluate system performance under actual operating conditions. May instruct and supervise lower grade technical personnel.

PROGRAM STANDARDS DESCRIPTION

Introduction

The Division of Vocational, Adult, and Community Education, Florida State Board of Education, is required by S.B.E. Rule 6A-6.571, to publish VOCATIONAL EDUCATION PROGRAM COURSE STANDARDS annually. The first such standards were published in 1985 and consisted of brief 1-2 page documents called CURRICULUM FRAMEWORKS. These Frameworks contained very brief statements of program objectives and course standards. The Department of Education publishes revisions to Curriculum Frameworks each year; therefore, the latest edition should be obtained annually.

Curriculum Frameworks contain information based on the industry validated competency list. Along with the Curriculum Frameworks are detailed lists of performance objectives called STUDENT PERFORMANCE STANDARDS.

—Curriculum Frameworks and Student Performance Standards

The Curriculum Framework specifies the course title and course number, applicable level, major course concepts, and intended outcomes. The intended outcomes section is usually based on a competency list, but includes only those performance areas applicable to the course level and purpose. The Student Performance Standards are abstracted from the Competency List, and correspond to the Curriculum Framework. Student Performance Standards list the detailed performance objectives that support the intended outcomes identified in the Curriculum Frameworks. Copies of the July, 1986 published Curriculum Frameworks are provided in Appendix C.

—Career MAP Competency List

The Career MAP Competency List was developed by an Industry Advisory Committee and serves as the basis for the Career MAP. This Competency List has been validated by the Industry Representatives and reviewed by Educational Representatives noted in the acknowledgements section of this guide. The list relects the entire range of job tasks performed by employees in industry related jobs. It may include more tasks than is normally taught in a vocational program at any one particular school level and will require that instructors and administrators determine which specialty areas and tasks are appropriate for their program.

—Program Articulation

Vocational programs that teach the same subject at high schools, vocational technical schools, and community colleges should be structured to eliminate unnecessary retraining of students who have mastered competencies at a lower school level. This coordination of programs at different school levels is referred to as ARTICULATION. Specifically, -ARTICULATION- is an arrangement between secondary and vocational-technical centers, and community colleges, which would allow a student who completed a secondary

vocational program to enter an area vocational-technical center or community college and receive credit for the secondary vocational program and be placed in the higher level program at an advanced level. It would also allow a student who completed a vocational program in an area vocational-technical center to enter a community college program and receive credit for the area vocational-technical center program and be placed in the higher level program at an advanced level.

An example of ARTICULATION for the Electronics subject area is as follows. A high school student studies the secondary level Electronics program, course code #8730000, CIP #IN47.012500, and becomes competent in the following outcomes on the Curriculum Framework and has satisfactorily performed the applicable items on the Student Performance Standard.

Framework outcomes	Student Performance Standards
01. Proficiency in Laboratory Practices	01.001 thru 01.005
02. Proficiency in DC Circuits	02.001 thru 02.031
03. Proficiency in AC Circuits	03.001 thru 03.031
04. Proficiency in Solid State Devices	04.001 thru 04.016 (did not complete 04.017 thru 04.020)

If the student subsequently enrolls in the local vocational technical center Electronics Technology Program, course #EET0001, CIP #IN15.030300, the student should be given credit for previously completing Student Performance Standards 01.001 thru 04.016, and should be placed in the Electronics Technology Program at the student's level of competency, and not required to repeat basic DC, AC, and Solid State subjects already studied in the secondary program. Perhaps some limited review or refresher/ reinforcement activity may be necessary in these subjects if a significant time lapse has occurred.

ARTICULATION in this manner will require vocational teachers to interview each student entering a postsecondary level program and determine what competencies have been previously mastered. The teacher may have to utilize the Career MAP, if available, or some type of pre-test or performance evaluation to verify that the student is in fact still competent in the appropriate tasks. Teachers of postsecondary programs will often have two or more course tracks operating simultaneously, one for those students with no prior experience, and one or more individualized or small group tracks for students with various levels of prior experience.

—Career MAP Utilization

I. Career MAP Definition:

A Career Merit Achievement Plan (Career MAP) is a matrix of vocational competencies that is designed for individual students to record the skills they have mastered in school or industry. The MAPs primarily list performance competencies, although some cognitive competencies are included. Career MAPs contain blocks in which each individual task is listed and includes a line for the instructor to

sign, indicating that the student has become competent in the performance of the task. Career Maps are published and distributed separately from the Program Guide.

II. **Purpose of Career MAPs:**

Career MAPs are being developed for each Industrial Education program in the State of Florida as a means to document student activity and performance and to communicate that activity to employers. The MAPs, showing what a student has already mastered, could also be used by the student when transfering to another school system or a higher level program, to integrate the student into those training programs at the student's level of competence. This is particularly important when entering competency based programs using "open entry-open exit" methodology, or when entering an on-the-job industrial training course. Many companies require employees to periodically attend skill upgrade and crosstraining courses and attend short courses for new equipment and process familiarization. The Career MAP can also be used by employees to record their achievement in industry sponsored training activity, so the MAP becomes an individuals lifetime record of technical competency.

III. **Recommended Utilization of Career MAPs:**

A. Teachers in Florida Industrial Education and other Vocational related programs should provide every student they teach, a Career MAP to record the student's mastery of each competency completed in the course. Teachers should ensure that the use of Career MAPs are explained to students and should ensure that the students take their Career MAPs with them when they leave the course.

B. Students should use Career MAPs as a record of their technical competence as they progress from high school courses and/or through vocational technical schools, or through community colleges and on into industrial training programs provided by employers. Students pursuing vocational technical careers should use the Career MAP as an overall record of their entire career achievement, maintaining other individual certificates of course completion as supporting documents for Career MAPs.

IV. **Career MAP Development:**

Draft lists of competencies were developed by Industrial Advisory committees under a project administered by the Univerisity of South Florida and funded by the Vocational Division of the State Department of Education. These lists were then reviewed, revised, and validated by craft advisory committees throughout Florida. Committees of teachers as well as industry experts then reviewed the lists. Finally, after Competency Lists were approved by both industry and educational advisors the lists were typeset in a matrix format and printed by the Department of Education. The developers of the MAPs had access to any V-TECS catalogs or Student Performance Standards that were applicable. If objectives were judged relevant they were

included but sometimes in different wording. Some competencies listed on the MAP may actually encompass several objectives from other sources or might even be considered as subskills to V-TECS. Career MAPs list competencies that could be learned either in school or after a person has been on the job. Career MAPs, as the words suggest, map the competencies achieved by a person through school training and job experiences.

V. **Career MAP's use with Program Guides and Standards:**

Course/Program Standards have traditionally been used in the Program Review process and will continue to be used. The Career MAPs do not replace Course/Program Standards. MAPs usually contain competencies beyond those required at the job-entry level. Future editing of Course/Program Standards will more than likely reflect the wording of many of the competencies in the Career MAPs.

Program Guides will be developed for all vocational programs having validated MAPs. The Guide brings together into one document the critical components necessary to initiate or update an existing program. Included in the Program Guide are the MAP competencies, the Program Standards, and guidelines for curriculum development, use of local craft advisory committees, facilities planning, etc.

Career MAPs are intended to facilitate articulation and communication regarding specific vocational programs. The Career MAP is a baseline document for planning and can be used for a variety of purposes: student counseling; curriculum planning; teacher recruitment, and selection; teacher and program updating; facility layout and design; equipment requirement planning; student evaluation; program improvement; and for discussions with craft advisory committees.

Career MAPs can be used to profile the competencies to be mastered for one or more Dictionary of Occupational Titles (DOT) occupations within the major occupational area. Career MAPs reflect state-of-the-art technology for the occupational area and accommodate competency mastery in an industrial setting through cooperative or internship arrangements. Some advanced competencies included on the MAPs are desirable but not necessary for initial employment and may be learned later as supplemental training. Teachers can acquire class sets of the MAPs and use them daily with students from the first day of instruction, or, after keeping separate records of students' mastery of competencies, teachers can transfer these to the MAP just before students exit from the program. Students can request future employers to authenticate additional competencies as they master them on the job.

VI. Obtaining Additional MAPs:

Contact the Industrial Education Regional Consultant or the DVE Regional Office to order MAPs. Entire class sets are available for teacher use. Teachers or users outside the targeted population may purchase sets for a nominal cost-recovery fee. For additional information or training in the use of the Career MAPs contact the Regional Consultant or:

Dissemination and Diffusion Section
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(904) 488-0405 or Suncom 278-0405

VALIDATED LIST OF COMPETENCIES
ELECTRONICS,
INDUSTRIAL ELECTRONICS,
and
ELECTRONIC TECHNOLOGY
November 25, 1985

Listed below are competencies that each Electronics, Industrial Electronics, and Electronic Technology Technician should possess to be a productive beginning worker in this occupation. The number to the right of each competency represents the specialization areas indicated below. If a number appears to the right of a competency, that competency is considered essential to the specialization area.

Number	Specialization
1	Electronics Technician, Any Industry (003.161-014)
2	Electronics Technician, Industrial (003.161-014)
3	Electronics Technician, Field Service Engineer, Engineering Assistant (003.161-014)

01.0 LABORATORY PRACTICES

001	Apply proper OSHA safety standards (P)	1 2 3
002	Make electrical connections (P)	1 2 3
003	Identify & use hand tools properly (P)	1 2 3
004	Identify & use power tools properly (P)	1 2 3
005	Demonstrate acceptable soldering & desoldering techniques (P)	1 2 3

02.0 DC CIRCUITS

001	Solve algebraic problems to include exponentials (prerequisite to DC) (P)	1 2 3
002	Relate electricity to the nature of matter (C)	1 2 3
003	Identify sources of electricity (C)	1 2 3
004	Define voltage, current, resistance, power, & energy (C)	1 2 3
005	Apply & relate Ohm's law (P)	1 2 3
006	Read & interpret color codes & symbols to identify electrical components & values (P)	1 2 3
007	Measure properties of a circuit using VOM & DVM meters (P)	1 2 3
008	Compute & measure conductance & resistance of conductors & insulators (P)	1 2 3
009	Apply Ohm's law to series circuits (P)	1 2 3

010	Construct & verify operation of series circuits (P)	1 2 3
011	Troubleshoot series circuits (P)	1 2 3
012	Apply Ohm's law to parallel circuits (P)	1 2 3
013	Construct & verify the operation of parallel circuits (P)	1 2 3
014	Troubleshoot parallel circuits (P)	1 2 3
015	Apply Ohm's law to series-parallel circuits (P)	1 2 3
016	Construct & verify the operation of series-parallel circuits (P)	1 2 3
017	Troubleshoot series-parallel circuits (P)	1 2 3
018	Identify & define voltage divider circuits (loaded & unloaded) (C)	1 2 3
019	Construct & verify the operation of voltage divider circuits (loaded & unloaded) (P)	1 2 3
020	Troubleshoot voltage divider circuits (loaded & unloaded) (P)	1 2 3
021	Apply maximum power theory (P)	1 2 3
022	Construct & verify the operation of DC circuits that demonstrate the maximum power transfer theory (P)	1 2 3
023	Define magnetic properties of circuits & devices (C)	1 2 3
024	Determine the physical & electrical characteristics of capacitors & inductors (P)	1 2 3
025	Define RC & RL time constants & classify the output of differentiators & integrators (C)	1 2 3
026	Construct & verify the operation of differentiators & integrators to determine RC & RL time constants (P)	1 2 3
027	Troubleshoot differentiator & integrator circuits (P)	1 2 3
028	Set up & operate a VOM for DC circuits (P)	1 2 3
029	Set up & operate a DVM for DC circuits (P)	1 2 3
030	Set up & operate power supplies for DC circuits (P)	1 2 3
031	Set up & operate oscilloscopes for DC circuits (P)	1 2 3

03.0 AC CIRCUITS

001	Solve basic trigonometric problems as applicable to electronics (prerequisite to AC) (P)	1 2 3
002	Identify properties of an AC signal (C)	1 2 3
003	Identify AC sources (C)	1 2 3
004	Analyze & measure AC signals using oscilloscope, frequency meter, & generator (P)	1 2 3
005	Define the characteristics of AC capacitive circuits (C)	1 2 3
006	Construct & verify the operation of AC capacitive circuits (P)	1 2 3
007	Troubleshoot AC capacitive circuits (P)	1 2 3
008	Define the characteristics of AC inductive circuits (C)	1 2 3
009	Construct & verify the operation of AC inductive circuits (C)	1 2 3
010	Troubleshoot AC inductive circuits (P)	1 2 3
011	Define & apply the principles of transformers to AC circuits (C)	1 2 3
012	Construct & verify the operation of AC circuits utilizing transformers (P)	1 2 3

013	Troubleshoot AC circuits utilizing transformers (P)	1 2 3
014	Define the characteristics of RLC circuits (series, parallel, & complex) (C)	1 2 3
015	Construct & verify the operation of RLC circuits (series, parallel, & complex) (P)	1 2 3
016	Define the characteristics of series & parallel resonant circuits (C)	1 2 3
017	Construct & verify the operation of series & parallel resonant circuits (P)	1 2 3
018	Define the characteristics of filter circuits (C)	1 2 3
019	Construct & verify the operation of filter circuits (P)	1 2 3
020	Troubleshoot filter circuits (P)	1 2 3
021	Define the characteristics of polyphase circuits (C)	1 2 3
022	Define basic motor theory & operation (C)	1 2 3
023	Define basic generator theory & operation (C)	1 2 3
024	Set up & operate a VOM for AC circuits (P)	1 2 3
025	Set up & operate a DVM for AC circuits (P)	1 2 3
026	Set up & operate power supplies for AC circuits (P)	1 2 3
027	Set up & operate oscilloscopes for AC circuits (P)	1 2 3
028	Set up & operate frequency counters for AC circuits (P)	1 2 3
029	Set up & operate signal generators for AC circuits (P)	1 2 3
030	Set up & operate capacitor/inductor analyzers for AC circuits (P)	1 2 3
031	Set up & operate impedance bridges for AC circuits (P)	1 2 3

04.0 SOLID-STATE DEVICES

001	Identify properties of semiconductor materials (C)	1 2 3
002	Identify & define operating characteristics & applications of pn junction diodes (C)	1 2 3
003	Identify & define operating characteristics & applications of special diodes (C)	1 2 3
004	Analyze diode circuits (P)	1 2 3
005	Construct diode circuits (P)	1 2 3
006	Troubleshoot diode circuits (P)	1 2 3
007	Identify & define operating characteristics & applications of bipolar transistors (C)	1 2 3
008	Identify & define operating characteristics & applications of field effect transistors (FET's) (C)	1 2 3
009	Identify & define operating characteristics & applications of thyristors (C)	1 2 3
010	Identify & define operating characteristics & applications of integrated circuits (C)	1 2 3
011	Set up & operate a VOM for solid-state devices (P)	1 2 3
012	Set up & operate a DVM for solid-state devices (P)	1 2 3
013	Set up & operate power supplies for solid-state devices (P)	1 2 3
014	Set up & operate oscilloscopes for solid-state devices (P)	1 2 3
015	Set up & operate frequency counters for solid-state devices (P)	1 2 3
016	Set up & operate signal generators for solid-state devices (P)	1 2 3

017	Set up & operate capacitor/inductor analyzers for solid-state devices (P)	1 2 3
018	Set up & operate impedance bridges for solid-state devices (P)	1 2 3
019	Set up & operate curve tracers (P)	1 2 3
020	Set up & operate transistor testers (P)	1 2 3

05.0 ANALOG CIRCUITS

001	Identify & define operating characteristics & applications of single-stage amplifiers (C)	1 2 3
002	Construct single-stage amplifiers (P)	1 2 3
003	Troubleshoot single-stage amplifiers (P)	1 2 3
004	Identify & define operational characteristics & applications of multistage amplifiers (C)	1 2 3
005	Construct multistage amplifiers (P)	1 2 3
006	Troubleshoot multistage amplifiers (P)	1 2 3
007	Identify & define operating characteristics & applications of basic power supplies & filters (C)	1 2 3
008	Construct basic power supplies & filters (P)	1 2 3
009	Troubleshoot basic power supplies & filters (P)	1 2 3
010	Identify & define operating characteristics & applications of differential & operational amplifiers (C)	1 2 3
011	Construct differential & operational amplifiers (P)	1 2 3
012	Troubleshoot differential & operational amplifiers (P)	1 2 3
013	Identify & define operating characteristics & applications of power supply regulators (C)	1 2 3
014	Construct power supply regulators (P)	1 2 3
015	Troubleshoot power supply regulators (P)	1 2 3
016	Identify & define operating characteristics & applications of active filters (C)	1 2 3
017	Construct active filters (P)	1 2 3
018	Troubleshoot active filters (P)	1 2 3
019	Identify & define operating characteristics & applications of sinusoidal & non-sinusoidal oscillators (C)	1 2 3
020	Construct oscillators (optional in high school & vocational center programs) (P)	1 2 3
021	Troubleshoot oscillators (optional in high school & vocational center programs) (P)	1 2 3
022	Identify & define operating characteristics & applications of motor phase-control circuits (single-phase & multiphase) (C)	1 2 3
023	Identify & define operating characteristics & applications of cathode ray tubes (CRT's) as used in video terminals (C)	1 2 3
024	Identify & define operating characteristics & applications of optical devices (C)	1 2 3
025	Set up & operate a VOM for analog circuits (P)	1 2 3
026	Set up & operate a DVM for analog circuits (P)	1 2 3
027	Set up & operate power supplies for analog circuits (P)	1 2 3
028	Set up & operate oscilloscopes for analog circuits (P)	1 2 3

029	Set up & operate frequency counters for analog circuits (P)	1 2 3
030	Set up & operate signal generators for analog circuits (P)	1 2 3
031	Set up & operate impedance bridges for analog circuits (P)	1 2 3

06.0 DIGITAL DEVICES

001	Define & apply numbering systems (hex., bin., & oct.) to codes & arithmetic (P)	1 2 3
002	Analyze/minimize logic circuits using Boolean operations (P)	1 2 3
003	Set up & operate a VOM for digital devices (P)	1 2 3
004	Set up & operate a DVM for digital devices (P)	1 2 3
005	Set up & operate logic probes for digital devices (P)	1 2 3
006	Set up & operate power supplies for digital devices & solve power distribution & noise problems (P)	1 2 3
007	Set up & operate pulsers for digital devices (P)	1 2 3
008	Set up & operate oscilloscopes for digital devices (P)	1 2 3
009	Set up & operate logic analyzers for digital devices (P)	1 2 3
010	Set up & operate pulse generators for digital devices (P)	1 2 3
011	Set up & operate counters for digital devices (P)	1 2 3
012	Identify types of logic gates & their truth tables (C)	1 2 3
013	Construct logic gates using discrete components (P)	1 2 3
014	Troubleshoot logic gates (P)	1 2 3
015	Analyze types of flip-flops & their truth & excitation tables (P)	1 2 3
016	Construct flip-flops using discrete components (P)	1 2 3
017	Troubleshoot flip-flops (P)	1 2 3
018	Identify, define, & measure characteristics of integrated-circuit (IC) logic families (C)	1 2 3
019	Identify types of registers & counters (C)	1 2 3
020	Construct registers & counters using flip-flops & logic gates (P)	1 2 3
021	Troubleshoot registers & counters (P)	1 2 3
022	Analyze clock & timing circuits (P)	1 2 3
023	Construct clock & timing circuits (P)	1 2 3
024	Troubleshoot clock & timing circuits (P)	1 2 3
025	Identify & relate types of logic-arithmetic circuits (C)	1 2 3
026	Construct logic-arithmetic circuits (P)	1 2 3
027	Troubleshoot logic-arithmetic circuits (P)	1 2 3
028	Identify types of encoding & decoding devices (C)	1 2 3
029	Construct encoders & decoders (P)	1 2 3
030	Troubleshoot encoders & decoders (P)	1 2 3
031	Identify types of multiplexer & demultiplexer circuits (C)	1 2 3
032	Construct multiplexer & demultiplexer circuits (P)	1 2 3
033	Troubleshoot multiplexer & demultiplexer circuits (P)	1 2 3
034	Identify types of memory circuits (static, dynamic, volatile, nonvolatile, etc.) (C)	1 2 3
035	Use memory devices in circuits (P)	1 2 3
036	Troubleshoot memory-device circuits (P)	1 2 3
037	Relate the uses of digital-to-analog & analog-to-digital conversions (C)	1 2 3

038	Construct digital-to-analog & analog-to-digital circuits (P)	1	2	3
039	Troubleshoot digital-to-analog & analog-to-digital circuits (P)	1	2	3
040	Identify types of displays (LED, LCD, etc.) (C)	1	2	3
041	Construct display circuits (P)	1	2	3
042	Troubleshoot display circuits (P)	1	2	3
* 043	Analyze representative digital systems (Class Project) (P)		2	3
* 044	Design, construct, & troubleshoot representative digital systems (Class Project) (P)		2	3
* 045	Demonstrate applications of representative digital systems (Class Project) (P)		2	3

07.0 MICROPROCESSING

001	Identify CPU (Architecture) building blocks & their uses (C)	1	2	3
002	Analyze BUS concepts (P)	1	2	3
003	Analyze various memory schemes (P)	1	2	3
004	Set up & operate a VOM for microprocessing analysis (P)	1	2	3
005	Set up & operate a DVM for microprocessing analysis (P)	1	2	3
006	Set up & operate power supplies for microprocessor use (P)	1	2	3
007	Set up & operate oscilloscopes for microprocessors (P)	1	2	3
008	Set up & operate logic/data analyzers for microprocessor de-bug (P)	1	2	3
009	Identify types of input & output devices & peripherals (PIA's, UART's, etc.) (C)	1	2	3
010	Interface input & output ports (RS-232, RS-422, etc.) (P)	1	2	3
011	Troubleshoot input & output ports (P)	1	2	3
012	Execute computer instruction sets (P)	1	2	3
* 013	(Class System Project) Design & lay out a unique microprocessing system (P)		2	3
* 014	(Class System Project) Construct a unique microprocessing application system (P)		2	3
* 015	(Class System Project) Troubleshoot & demonstrate proficiency in a unique application in microprocessor systems (P)		2	3
* 016	Construct & troubleshoot a single-chip microprocessor system (P)		2	3
* 017	Construct & troubleshoot an advanced microcomputer system (P)		2	3

08.0 TECHNICAL RECORDING & REPORTING

001	Draw & interpret electronic schematics (P)	1	2	3
002	Record data & design curves & graphs (P)	1	2	3
003	Write reports & make oral presentations (P)	1	2	3
004	Maintain test logs (P)	1	2	3
005	Make equipment-failure reports (P)	1	2	3
006	Specify & requisition simple electronic components (P)	1	2	3

007	Compose technical letters & memoranda (P)	1 2 3
008	Write formal reports of laboratory experiences (P)	1 2 3
009	Draft preventive maintenance & calibration procedures (P)	1 2 3

09.0 EMPLOYABILITY SKILLS

001	Conduct a job search (P)	1 2 3
002	Secure information about a job (P)	1 2 3
003	Identify documents that may be required when applying for a job (C)	1 2 3
004	Complete a job application form correctly (P)	1 2 3
005	Demonstrate competence in job interview techniques (P)	1 2 3
006	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons (P)	1 2 3
007	Identify acceptable work habits (C)	1 2 3
008	Demonstrate knowledge of how to make job changes appropriately (P)	1 2 3
009	Demonstrate acceptable employee health habits (P)	1 2 3
010	Exhibit a positive work attitude (P)	1 2 3
011	Practice good personal hygiene (P)	1 2 3
012	Qualify for the written part of ASE certification (C)	1 2 3

KEY

(C) Cognitive

(P) Performance

* Postsecondary programs only

INSTRUCTIONAL APPROACH

Local decisions must be made by school administrators & teachers concerning the appropriate methods to use to deliver instruction & measure student achievement. In many instances, a mix of various instructional approaches may be deemed appropriate to present instruction in a comprehensive and efficient manner. It is the teacher's responsibility to ensure that students learn how to competently perform the tasks specified in the course objectives. The teacher must lead the students through the learning experiences in a course. This leadership role requires the teacher to motivate students to aggressively pursue learning activities. The teacher must select the methods of instruction that best apply to the students ability levels and that allow the teacher to control the learning processes, to measure student achievement, and to provide feedback to the student.

Key Factors to Consider

—Student Characteristics

Adolescent - Immature students need constant control, a high degree of motivational leadership, and relatively simple learning activities.

Adult - Mature students are more often self-motivated, need less control, and can accept complex learning activities.

Prerequisites - Can the student read, write, calculate mathmatics, and understand English language at the ability level required to complete learning activities.

—Teacher Characteristics

Subject Knowledge - The teacher must be a subject matter expert—must be able to teach instructional concepts and evaluate student performance. Should have significant amount of experience actually working in industry/vocational area.

Instructional Delivery - The teacher must motivate and lead the student as well as know how to organize and present various types of instruction. Innovative instructional methods should not be attempted if the instructor is not qualified to use them.

Instructional Development - Teachers must select materials, and often develop their own materials, to be used by students. The materials used must support the methods of delivery. The teacher must be qualified to select and develop course materials, or else use instructional packages developed by other qualified sources.

Instructional Measurement - Teachers must select testing methods that support the instructional delivery system used. Teachers must be qualified to develop, administer, and evaluate both written and performance type tests.

—Instructional Setting Characteristics

Time Constraints - Traditional methods of instruction in school systems are controlled by the time periods available. Instruction must be made to fit the time available for training unless the time constraints are removed. If time constraints are not a factor, innovative methods of instruction may be appropriate such as:

- open-entry/open-exit
- self-paced/independent study
- computer based instruction
- competency based instruction

Facilities and Equipment - Instructional methods selected must take into consideration the space available, the number of work stations for students and the amount of tools and equipment available for student use.

Conventional Instructional Methods:

Any given course of instruction may require some instruction to be presented in a standard lecture or controlled demonstration format. These methods of instruction can be easily combined with instructor controlled step-by-step practical exercises. Some instructional activities may dictate that this instructional approach be used to introduce students to hazardous equipment often utilized in vocational training. In most situations, students should be required to perform specified activities to achieve skill competency. If mastery of a task is required, competency-based education methods may be more appropriate. If the training activity envolves an orientation or a seldom performed nonessential task, conventional instructional methods are acceptable.

Competency-Based Vocational Education Instructional Methods:

The focus of Competency-Based Vocational Education (CBVE) is to ensure that each student can competently perform tasks specified in an objective statement. Competency-based instruction can be included in conventional instructional settings as well as innovative settings. CBVE does not require self-paced/individualized methods of instructional delivery to be used as the only means for CBVE instruction.

CBVE PRINCIPLES AND CHARACTERISTICS

1. The curriculum is based on well defined, job related tasks or competencies. The curriculum should be designed to have students do things, not just read resources, or view AV materials.

2. Each period or unit of instruction contains a performance objective, stated in terms of observable, measurable activities.

3. Teachers provide students with a list of the performance objectives, the standards to be met and other performance criteria.

4. Teachers may utilize any appropriate method of instruction to present the subject matter to students. Teachers can mix various methods together in any given program, or course, or unit of instruction, to achieve the most efficient means for the students to learn the subject matter and competently perform the task as specified in the objective. Possible methods of instruction used in CBVE programs may include:

   —Group paced lectures and demonstrations.

   --Instructor controlled practice activities.

   --Self-paced instruction for individual learning activities and repeated practice.

   --Small group or team teaching methods where several students work together on a piece of equipment or a project, or activity.

5. Teachers must have a method of recording each student's achievement for each performance objective. This can be in the form of a record book, or a progress chart, a check off sheet, or a series of well planned performance tests.

6. Teachers must inform each student that they have either met the criteria specified for each performance objective or they have not adequately performed the task. The student must be informed of any inadequate performance and provided the opportunity and resources to practice performing the task until adequate performance is attained. This is probably the most difficult aspect of managing CBVE instruction, for it requires the teacher to individually coach or tutor a student for a controlled period of time, requiring the student to practice performing the task several times, and ultimately making the decision that the student is either competent at the task or not competent. The teacher may limit the time allowed for repeated task practice.

7. Student performance is evaluated in comparison to the standards and performance criteria stated in the objective, not to the performances of other students. If performance meets the

standard, the student passes the objective 100%. If the student does not meet all the criteria specified, the student is not 100% competent in performance of the task and should not be given credit for completing the task. The student can be given an incomplete grade if continued attempts will be made to pass the objective.

8. Teachers may use both performance tests and written tests to determine competency. Written tests can be used to measure knowledge of performance procedures, equipment identification, math and science abilities, etc. Performance tests can be used for actual student performance of a task, to a prescribed standard, under specified conditions.

CBVE GOALS

The goal of Competency-Based Vocational Education is to have all students reach the specified standard of competency. Instructional methods, quantity of instruction, and performance evaluation methods will vary according to the instructional situation. CBVE instruction allows for the use of a multitude of instructional resources and procedures, including individual self-paced units of instruction to allow the student to master the objective. This approach differs from traditional instruction in which all students use the same materials and spend the same amount of time in a course where student achievement is expected to vary—not the instructional approach.

Teacher and Student Roles in CBVE

The requirements of competency-based vocational education have major implications for the roles that teachers and students perform and for the kinds of skills that teachers need. In competency-based settings, teachers must not only be dispensers of information; but they must also become managers of a variety of instructional resources that they select and use to tailor instruction to the needs of individual learners. Teachers spend less time providing content information and much more time helping individuals master objectives. In a competency-based setting, the teacher may present some group instruction as well as develop alternative resources, and function as a tutor and a counselor, a diagnostician of learner needs, a prescriber of instructional experience, and an evaluator of competent performance.

The teacher in this setting has, then, a more complex, varied, and rewarding role than ever before. Teachers need to be able to design their course or programs around measurable, job-related skills and to ensure that these skills are, indeed, necessary for obtaining and keeping a job. They must be able to state objectives clearly and in a way that permits objective measurement. Teachers must be able to carry out this measurement in a way that accurately assesses student achievement and that exactly reflects what the competency really involves.

Teachers must also be able to adapt their instruction to individual learning needs so that each student can acquire the competencies (s)he needs. This ability to tailor instruction demands knowledge of a wide variety of individualization strategies, as well as skill in applying these strategies systematically.

A major assumption underlying CBVE is that students who are actively involved in carrying out their programs of study will learn more and retain more than students who passively accept information fed to them. Thus, an important part of the teacher's job is to encourage students to assume more and more responsibility for their own learning.

Because students are doing many different kinds of things, and because the teacher must coordinate the activities of all the students in a course, the individual student's role inevitably involves more responsibility than it does in traditional settings.

Many of the basic management tasks that teachers formerly undertook by themselves-tasks such as record keeping, monitoring student progress, and monitoring the use of resources-must become the joint responsibility of teachers and students in a competency-based setting.

Some teachers worry that giving students more responsibility will result in a loss of teacher control. On the contrary, however, most teachers find that they have more control in a competency-based setting than in a traditional, group-oriented setting. The teacher has, after all, designed the system or environment in which students must operate; without the teacher there to manage the overall system, it would soon cease to function.

Instructional Concepts:

Instruction should be systematic and reflect program goals. A list of competencies and specific performance objectives with criterion-referenced measures should be used.

1. Program Plan

   The training program should progress in logical steps and provide for alternate sequences, where applicable.

2. Student training plan

   A training plan for each student should be used, indicating the student's training goal(s) and specific steps needed to meet each goal. Every student should be given a copy of his/her training plan.

3. Preparation Time

   Adequate time should be provided for teacher preparation and program development and/or modification.

4. **Teaching Load**

   The instructor/student ratio and class contact hours should allow time for interaction on a small-group and a one-to-one basis.

5. **Curriculum**

   a. The specific competencies in the Career MAP Competency List should be included in each area of program-specific instruction. Additional competencies may be added to meet the needs of local employers. All additional competencies should be approved by the program advisory committee.

   b. Instructions on the legal aspects and responsibilities in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements should be included in the curriculum. Instruction and practice in filling out work order forms, ordering parts or supplies, and basic record-keeping should be a part of the training program.

6. **Student Progress**

   A record of each student's progress should be maintained through use of the Career MAP or another type of Progress Chart. The record should indicate the competencies required for mastery and those competencies the student has mastered.

7. **Performance Standards**

   Instruction should be performance based, with an acceptable performace standard stated for each task. These standards should be shared with students and potential employers. Students should demonstrate "hands on competency" or "mastery" of a competency before the instructor verifies the student's performance.

8. **Safety Standards**

   Safety instruction must be given prior to shop work and be an integral part of the training program. A safety test must be included in the training program. Eye protection must be worn in any shop/lab area, when required.

9. **Personal Characteristics**

   All training activities and instructional material should emphasize the importance of maintaining high personal characteristics. Employability skills training and evaluation should be integrated throughout the training program.

10. **Provisions for Individual Difference**

The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accomodated.

11. **Related Instruction**

Instruction in related mathematics, communication, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program. This instruction should be provided by a qualified instructor.

12. **Testing**

Both written and performance-based tests must be used to validate student competency. Students should be encouraged to take certification tests that are publicly recognized indicators of capabilities.

COURSE OUTLINE/SAMPLE LESSON PLAN

Units of instruction used by Vocational Education teachers must be correlated to the Curriculum Frameworks, and Student Performance Standards. The Curriculum Framework provides the basis for developing the course outline. Each school should utilize the resources and modules that apply to the scope of their program and the various methods of instruction their situation dictates.

Teachers may develop their individual course outlines using the resources and instructional material contained in the last section of this guide. They may also develop their own units of instruction as they feel may be necessary to meet the intended outcomes stipulated in the Curriculum Framework. The number and order of presentation of the modules can be varied to fit the objectives of the course.

For example, a school may elect to go into depth in only a few of the modules, or it may decide to cover a wider range of modules but in less depth. This program can be offered for a single semester or for two or more semesters, depending upon the local situation. A student should not be given credit for enrolling in the same component of instruction more than one time.

Sample Course Outline

Vocational teachers should prepare a comprehensive outline of subjects to study for each course they teach. Each student should be provided a copy of the course outline. Teachers may use any format they desire for the outline, and should include the following information on the course outline.

Recommended Course Outline Contents

1. Course name.
2. Course number (state directory number and/or local number).
3. Course start date or individual start date.
4. Identification of time periods for study if applicable.
5. Identification of place or room/facility for study or practical work.
6. Identification of teacher/instructor/assistants responsible for instruction and/or evaluation.
7. Identification of units or subjects to study (objectives) or competencies, etc., including Task # or Duty #.

8. Identification of primary resources or references available to study.

9. Identification of major practical exercise work, projects, or activities to perform.

10. Identification of major tests or examinations to be administered.

SAMPLE COURSE OUTLINE FORMAT

Course Name _____

Course Number _____

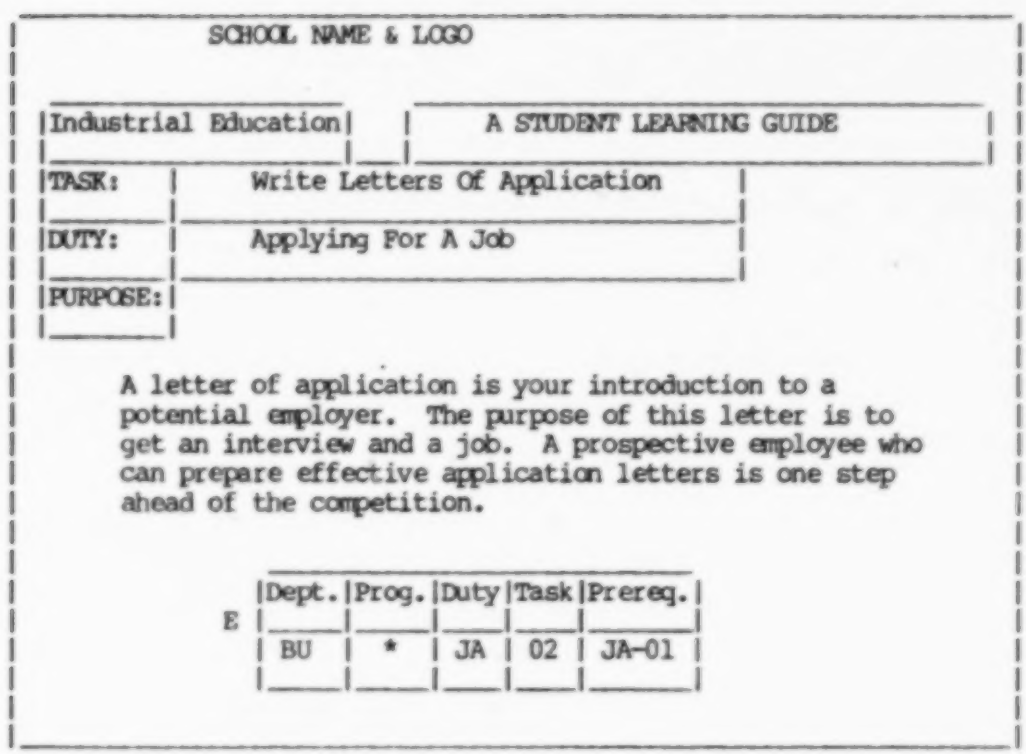
Course Dates _____

Instruction unit or period	Duty or Task # Module	Subject/ Objective/	location	Instructor	Reference

Lesson Plans/Teachers Guides & Student Guides

Teachers should prepare lesson plans or teachers guides & student guides for subjects on the course outline. Lesson plans are appropriate for traditional periods of instruction whereas teachers guides may be more appropriate for other types of instructional activities. Student learning guides may be used for traditional periods of instruction but they become a necessity for self-paced learning activities. Teachers guides contain all instructional information as well as tests & answer keys, whereas student learning guides contain only student information.

A sample student learning guide is provided in the following pages. This sample is an example of the material a teacher would provide students with for self-study in a competency-based course activity. Each page of the sample contains a different topic for the sake of illustration only. An actual student learning guide would be written around only one objective.



Each learning guide has a cover page like the sample above that contains the following items:

A. the name of the program

B. the task-a statement of exactly what you will be able to do or know when you complete the learning guide.

C. the duty-the broad unit in which this task is found.

D. the purpose-a statement of why it is important to attain the task.

E. identifying information such as department, program, duty, task, and prerequisite. The prequisite in the box on the far right tells you that you must have already attained the task identified there before proceeding to attain the one in the present learning guide.

STUDENT PERFORMANCE OBJECTIVES:

A TERMINAL PERFORMANCE OBJECTIVE:

B **GIVEN:** plans and a residential site.

C **YOU WILL:** construct and set forms for a continuous footing.

D **HOW WELL:** You must successfully complete the Written Test and score 100% on the Performance Test.

ENABLING OBJECTIVES:

1. Identify styles, uses and parts of forms.
2. Prepare for constructing continuous footings.
3. At a school work station, construct and set forms for a continuous footing.

E

Dept.	Prog.	Duty	Task
IN	9163	F	01

The student performance objective page, similar to the sample you see above, contains the following information:

A. the terminal performance objective (TPO)-the broad heading that encompasses the three items beneath it and states in detail what will be expected of you at the end of the learning guide

B. the given-a statement of what will be provided when you take the written or performance test

C. the you will-a statement of what will be required to attain the task

D. the how well-a statement of the degree of performance excellency required to attain the task

E. the enabling objectives (EO's)-the steps to be taken in attaining the task

A ENABLING OBJECTIVE NO. _2_

B Disassemble fuel injector and inspect parts.

C LEARNING STEPS	RESOURCES
1. Disassemble injector.	1. a. Needle valve injector b. Mechanic' tool set c. Injector tools
2. When completed, evaluate your work using the Self-check.	2. Self-Check enclosed
3. Have instructor evaluate your recordings.	3. Instructor
4. Go on to Enabling Objective No.3.	

E

Dept.	Prog.	Duty	Task	EN.OBJ.
IN	9123	C	05	2

The enabling objectives are the heart of the learning guide. They provide detailed steps of what to do and when to do it.

There is an enabling objective page for each EO listed on the student performance objective page. The EO page resembles the sample above, and contains the following information:

A. the number of the EO being learned

B. a restatement of the EO as it appeared in the student performance objective

C. the learning steps-they tell you what to do

D. the resources-they tell you what items you will need to complete the steps

INSTRUCTION SHEET

Mounting Tires

Follow the procedure below for mounting a tire on a rim. Pay close attention to all safety precautions.

CAUTION: WEAR SAFETY GLASSES AT ALL TIMES!

1. Visually inspect tire for any wear or damage.
2. Place the rim on the changer with the narrowest flange up — hand tighten centering cone.
3. Lubricate bead of tire with soap solution.
4. Place tire in position on the rim with as much bead over the rim flange as possible. This provides a starting position for bead lifting tool.
5. Attach the air hose for inflating the tire.

CAUTION: KEEP THE HANDS AND BODY AWAY FROM TIRE WHILE INFLATING. IF THE TIRE SHOULD EXPLODE YOU COULD BE INJURED!

Dept.	Prog.	Duty	Task	En Obj
IN	9043	B	02	2

The procedure in using the EO page is to follow each learning step in sequence. The first several learning steps will tell you to read or view particular resources identified to the right of the step (see #2 on the sample EO page). Other learning steps will ask you to practice or apply the knowledge or skill (see #3 on the sample).

Another learning step will identify the type of feedback used in evaluating the skill or knowledge called for in the EO. Often this is a self-check (see #4 on the sample). Some learning guides will have instruction sheets on the order of the above sample.

SELF-CHECK

DIRECTIONS

Evaluate your work using the items listed below. All items should receive a "yes" response.

	YES	NO
1. Was the stocked area layed out with a pencil and chalk line?.....	___	___
2. Did each end of the stock area begin with a stack of blocks?.....	___	___
3. Was the line hung on the left lead first?...	___	___
4. Was the line hung in 45 seconds?.....	___	___

If you received a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

Dept.	Prog.	Duty	Task	En Obj.
IN	9133	B	18	2

The self-check gives you immediate feedback on how well your learning is progressing.

WRITTEN TEST FOR TASK NO. ____

TASK: Demonstrate and use Ohm's Law

Directions

The purpose of this test is to determine if you fully understand how to demonstrate and use Ohm's Law. To successfully complete this test, all items must be answered correctly.

The items below are Multiple Choice. On the separate answer sheet, put the letter of the correct answer in the blank to the left of the number of the question.

Multiple Choice Question

____ 1. According to accepted theory, electric current is:
a. the electron at rest. c. the movement of atoms.
b. the flow of electrons. d. the movement of protons.

____ 2. The ohm is the unit of electrical:
a. current. c. pressure.
b. voltage. d. resistance.

Dept.	Prog.	Duty	Task
IN	9273	B	02

PERFORMANCE TEST FOR TASK NO._____

TASK: | Perform Cash Transactions

STUDENT'S NAME _____ DATE _____

DIRECTIONS TO STUDENT: In a store situation, you will set up a till and place the currency in the proper place. You will be evaluated for attainment of this task, based upon the items listed below.

ITEM NO.	ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" Response.	YES	NO	
1.	Were all bills placed in the proper slot?.....	...	..	.....
2.	Were all coins placed in the proper compartment?.	...	..	.....
3.	Was the work area cleaned?.....	...	..	.....

_____Score ____Attained
____Not Attained

Dept.	Prog.	Duty	Task	Attempt
DE	4623	C	03	

_____
EVALUATOR'S SIGNATURE

The performance test is always the last page of the learning guide. It may identify checkpoints of evaluation in the performance of skill, or it may list desirable characteristics of the finished product.

**Example of Student Learning Guides taken from : Learning at Ridge Vocational Technical Centers, State of Florida, Department of Education, Division of Vocational Education; June, 1980.

STUDENT ORGANIZATION PARTICIPATION

Vocational student organizations operate pursuant to federal and state laws, which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The Florida State Board of Education (S.B.E.) Rules authorize vocational student organizations as an integral part of the vocational education program S.B.E. 6A-6.64 (7) and 6A06.65 (8).

Vocational Student Organizations are operated throughout the Nation on the basis of legal endorsement, financial support, and active participation of federal, state and local levels of government as well as the civic and business communities.

Vocational Student Organization Activities are an integral part of the vocational curriculum in Florida. The organizations are designed to expand and enrich opportunities for leadership development, social awareness, civic responsibility, and vocational understanding.

Students who participate in the activities of a vocational student organization are better prepared to take their places in the world of work. They acquire firsthand knowledge of the many opportunities available in their chosen careers, and become aware of the value of their contributions to society.

Vocational student organizations provide opportunities for members to participate in activities which relate to actual or anticipated employment. Students develop and utilize their talents and abilities in ways that otherwise could not be available to them.

Vocational Industrial Clubs of America (VICA)

The Vocational Industrial Clubs of America (VICA) is an organization for students enrolled in trade, industrial, technical, and health occupations in high schools, area vocational-technical centers, and junior and community colleges.

VICA promotes high standards in work ethics, craftmanship, scholarship, and saftey while it fosters a deep respect for the dignity of work. In addition, the precepts of VICA help students relate school experiences to their search for meaning, identity, and achievement. A great deal of emphasis is placed on the functions of labor and management organizations, their interdependence, and their importance.

VICA members learn and develop skills in many different trades, including building, automotive, mechanical, heavy equipment, and electrical.

In addition, students in such personal service occupations as cosmetology may be a part of VICA.

Prestige and recognition are offered to the VICA member through a local, regional, state, national, and international program of competition and awards. Opportunities to develop personal leadership skills are provided through workshops and seminars while competitive activities help to develop the students' perspectives.

Membership in VICA helps students learn to work together and prepare for life through a continuing emphasis on the importance of each person's role as a contributing member of American society.

What is VICA?

VICA is an organization for students enrolled in fulltime secondary or post-secondary trade, industrial, or technical occupations education programs. It is the only national (and international) organization for trade and industrial students.

VICA gives every member a chance to learn, to enjoy the interaction with other students, to assist their schools and communities, and to grow and mature in qualities necessary to meet the challenges of the life ahead of them. VICA members are no different from other students except that they have found a way to make their formal training and education an enjoyable and rewarding experience. They're "turned on" to the satisfaction, rewards, and fun they have found in VICA.

VICA is the students' organization; the goals, purposes, and activities that relate to their own personal career goals and life interests. VICA is for students with a definite future in mind—people who can think with their minds and work with their hands, people who are proud of their work they do and want to learn to do it better. VICA is for those who want to develop as members of society, to learn to express themselves, to work with others, and to make contributions as individuals.

VICA is YOUR organization.

VICA is much more than contests.

VICA is training youth for leadership roles within their schools and communities.

VICA is instilling in youth the importance of participation, within their school, within their community and within the student organization.

VICA is also participation in leadership and skill areas.

A good VICA program gives Industrial Education programs high visibility.

Contests at the local-club level determine which students shall represent their school in regional competitions. Instructors should plan and conduct contests within their trade areas. This philosophy shall also prevail for leadership areas of emphasis. (Successful competitors at local school levels may, in school districts so desiring, compete within the district. THIS IS A SCHOOL DISTRICT OPTION.)

Successful competitors at the local school level compete at one of Florida's five regional contests. Successful competitors next compete at the state level. The state winners compete on the national level, in the United States Skill Olympics.

Competitors for the International Skill Olympics (ISO) are determined by a combination of leadership and skill abilities. The International Skill Olympics Committee establishes all rules and guidelines for the ISO.

The following additional criteria will be used in the selection of International contestants:

a. Overall citizenship—as demonstrated by attitude toward school, occupation, VICA, additional training, etc.

b. Evaluation of progress in skills and knowledge of trade, metric applications, print reading, and layout of problem.

c. Personal desire to represent VICA and the United States in international competition.

d. Willingness to make a commitment to VICA as to purpose of organization, code of conduct, preparation time, etc.

e. Contestant's self-reliance, basic intelligence, ability to follow instruction, maintain schedules, and adapt to last-minute changes.

Local VICA Organization

1. School Club

   Each school is one club (with one charter). A "school" shall be defined as one that appears with an assigned number in the current Florida Directory.

2. Chapters

   In the event that a school has a multiple sessions, each session shall be identified as a "chapter" (examples: morning session identified as chapter #1, afternoon session chapter #2, evening session chapter #3, etc.).

3. Section

Each occupational program within each chapter shall be identified as a "section" (examples: auto mechanics, welding, cosmetology, etc.).

Organizational Structure

Conducting a local club activity is the responsibility of every member. Every member must have a function to perform. A balanced organizational structure is necessary to equalize the workload as well as to pinpoint responsibility. When the students know what is expected of them, they can better use their abilities to plan and execute their own activities and , at the same time, grow in leadership ability. An effective organizational structure allows for the mixing of people and personalities, which is good human relations training.

It is a good idea to make a poster-size (or larger) organizational chart, to display it on the bulletin board, and to duplicate smaller copies of the chart so each member may have a copy. Members are less likely to shirk their responsibilities when all members are aware of everyone's assigned duties. Advisors must be careful to enforce the chain of command in all decisionmaking situations.

The national organizational structure shows the relationships of the local, state, and national organizations. It is important that every member understand just how the total organization functions. See VICA Organizational Diagrams at Appendix B.

Integrating VICA and Instruction

What is meant by the phrase "Integrating VICA and Instruction?" Some teachers feel that integrating VICA activities in between their instructional activities (in printing class, slotting VICA between a unit on the offset press and a unit on stripping) is best. Then there is always the teacher who says,"Look, nothing really happens Friday afternoons anyway, so I will slot VICA activities in on Friday afternoon. We will have our 5-minute VICA club meeting and that will satisfy the talk about integration of VICA activities into the instructional program."

This is not what we are talking about. We are talking about VICA being an integral part of everything that happens inside the classroom.

You may wish to secure and study the slide-tape program "Integrating VICA and Instruction" that is available from your Regional Program Consultant or Regional Program Advisor. You also may wish to purchase the set.

In-school instruction involves the organized presentation and application of knowledge, skills, and attitudes. Laboratory occupational experiences require the individual student to apply, in a simulated work

setting, the knowledge, skills, and attitudes acquired through in-school instruction. VICA activities are part of in-school instruction and laboratory occupational experiences. Integrated club activities improve and tie together the existing curriculum.

VICA is specifically for Vocational Instruction Education. The activities of a chapter can be part of the learning experiences planned for any vocational class. Vocational education classes such as welding, foods, drafting, and auto mechanics can utilize VICA as a teaching tool. Any student who is enrolled in Vocational Industrial Education and meets membership requirements can be a member of a VICA club.

Job skills and procedures are often well defined and structured in the vocational programs. For example: in individual vocational courses, such skills as drawing to scale in drafting, tuning a motor in automobile mechanics, and keeping production records in a vocational printing course are taught. Although such skills are often taught at all levels in vocational education, the attitudes and values that promote employability and employment stability often are neglected parts of structured skill-oriented vocational programs. For example: learning experiences dealing with such activities as getting along with coworkers, accepting constructive criticism, or taking orders might not be as easily dealt with or integrated into skill-oriented, vocational courses. (See chart below.)

CLUB ACTIVITIES PROVIDE EXPERIENCE

THAT LEAD TO EMPLOYABLE

SKILLS AND ATTITUDES

1. Getting along with co-workers.
2. Respecting authority.
3. Accepting criticism.
4. Respecting the rights dignity of others.
5. Meeting deadlines.
6. Working with supervisors.
7. Taking directions.
8. Communicating clearly.
9. Taking initiative.
10. Being punctual.
11. Assuming responsibility.
12. _____
13. _____
14. _____

Being an Effective Advisor

The effective advisor believes in student-directed learning, is organized, and is flexible in planning. The effective advisor works to become a respected person in the community, thereby building support for VICA activities. The effective advisor blends the classroom world with the "working" world and associations, and involves students with business, professional, and community leaders. The effective advisor promotes enthusiasm. For these efforts, the effective advisor receives a lifetime of psychological rewards.

The following club/classroom activities from the teacher/advisor viewpoint, should make being an advisor easier.

---

1. Advise and guide; do not dictate.

2. Positively assume that club activities are going to succeed. Know that club activities are strong teaching tools. Show enthusiasm.

3. Establish basic ground rules that help students to lead themselves. Hold meetings regularly and conduct meetings in a business-like manner.

4. Organize activities. Set up club files and a library of club-related materials.

5. Remember that club activities are individual and group activities and are **NOT** teacher activities.

6. Use students as class leaders.

7. Develop professional slide presentations about club work in classes.

8. Develop an informational packet to use with the community and other school personnel. Include such things as curriculum outlines, training plans, national headquarter promotions, calendars of work, etc.

Necessary Groundwork—Selling the VICA CLUB

Selling club activities to the department chairman, school administrators, and the community is an important first step in the organization of a club. You may be told that there can be no clubs in the classroom and that few students join any more. Keep in mind that the VICA organization is not a club in the traditional sense. With ingenuity, a club can work in any situation in spite of rigid rules. Stress that VICA is INTEGRAL TO THE TOTAL PROGRAM AND SHOULD BE CONSIDERED A VERY IMPORTANT TEACHING TOOL IN AND OUT OF THE CLASSROOM/SHOP. Some suggestions on how to sell club-work are included below.

1. Discuss ideas. Don't spring the idea of an integrated club on people whose support will be needed.

2. Inform people about the state and national organizations by handing out and discussing promotional materials.

3. Make starting a VICA organization part of the agenda of the Craft Advisory Committee's meeting. Present your proposals to this group. Let the committee work with students to plan a program of activities.

4. Survey students on their interests in club activities. Compile and distribute results.

5. Check course outlines to see how club activities can fit in. Add these activities to lesson plans.

6. Relate the school philosophy to the national VICA Organization's goals, purposes, and program of activities.

7. Project the number of resource persons that students would contact in the community who would be up-to-date experts in certain areas.

8. Identify the club as an important public relations tool.

9. Show how club activities are important motivational projects that promote student-directed learning.

10. If necessary, point out the benefits of club activities in relation to the relatively low cost-per-student.

11. Confer regularly with those in charge, i.e., department chairpersons, officers, and school administrators.

STUDENT ADMISSIONS CRITERIA

Introduction

Leading the individual student to successful completion of a vocational education program—in either a secondary or a post-secondary institution—should be the only major concern of a school's teaching effort. It is, therefore, of the utmost importance to direct thought, planning, and effort into identifying and selecting students with excellent potential for success in the educational program and in the industry. The school's primary task is to prepare people for full-time, entry-level positions as technicians or, in the case of those with more experience, as managers. Recruiting efforts will, of course, vary from school to school depending upon level (secondary or post-secondary), courses available, and local needs.

Students enrolled in an occupational cluster should be able to benefit from the instructional content therein with reasonable expectations for employment upon successful program completion.

In accordance with the Course Code Directory, an occupational program is offered to students at grade levels specified therein. The specific student admissions criteria required by the state and local education agencies are identified below.

Specific Admissions Criteria

	SECONDARY	POST-SECONDARY
Minimum age:	n/a	n/a
High School Diploma or GED Required:	no	yes
Physical Requirements:	Ability to distinguish color recomm.	Ability to distinguish color recomm.
Special Requirements:	Algebra-Recommended	Algebra-Recommended
* Minimum Basic Skills Math Level:	n/a	9.0-Ind. Elect. 12.0-Elect. Tech.
* Minimum Basic Skills Language Level:	n/a	7.0-Ind. Elect. 9.0-Elect. Tech.

*This grade level number is specified in the Curriculum Framework and is derived from a state basic skills examination.

In addition, attention should be focused on other personal qualities that, in theory, may be subject to improvement within a training program but, in reality, may prove to be serious impediments to success. Typical would be deficiencies in communications and mathematical skills. Such skills should be measured by tests and the results used as a screening guide or as a basis for providing additional program requirements.

The Student Profile

It is difficult to find an "ideal" student. Many will apply for a place in various training programs. The question is: How can students with the most potential for success be selected?

To attempt to draw a profile of the ideal student candidate would be fruitless because the ideal candidate cannot be defined in a manner that would fit all localities, nor even in such a way as to fit all situations in a single locality. Nevertheless, it is appropriate for the Craft Advisory Committee and the school system to develop a profile as a basic guide, with the certain knowledge that supplying candidates at any given time will necessarily entail compromise.

Rejecting high school students requesting admission to a vocational program would probably not be permitted in any school system in the nation. Even if students could be screened, it would be difficult to determine which would be successful. In a high school program, it may be best to accept as many students as possible and let their abilities surface in the first year or two. It may then be possible to place the strongest students in a vocational "capstone" course in their senior year, either for employment upon graduation or as a necessary prelude to admission to a post-secondary program. Obviously, this is not a perfect solution; but in the real world, perfection is rare.

The community college should make a greater effort to enroll the "ideal" student. This may be done through a process of screening "all comers" or by consciously recruiting potential students with known qualifications. In either case, the school and the Craft Advisory Committee will need to draw a profile of the desirable student. The profile will contain a list of qualities, traits, and aptitudes that combine to make a potentially successful candidate. Since few of these qualities are completely missing in any one person, acceptable levels must also be determined. The qualities deserving of highest attention—mechanical aptitude, for example, or native intelligence—are those which the educational program itself is unlikely to be able to change. Accordingly, such matters should carry considerable weight in establishing the basic profile. Other matters—deficiencies in mathematical or communications skills, for example—may lend themselves to improvement through related instruction, even though they are not parts of the training program per se. Following is a list of specific qualities the Advisory Committee and school staff should consider when establishing the student profile:

MECHANIC/TECHNICIAN—SERVICE

—Knowledge of basic tools and equipment used by mechanics/technicians

—Aptitude needed to think through and solve mechanical and technical problems;

—Ability to understand written mechanical/technical materials;

—Ability to interpret mechanical/technical drawings;

—Mechanical dexterity.

MECHANIC/TECHNICAL SERVICE MANAGEMENT

—Basic knowledge of service;

—Business skills;

—Ability to work with people;

—Communications skills;

—Leadership.

Qualifying and Pretesting

The process of qualifying a potential student for training must be an integral part of the recruiting process. Considerable amounts of time and money will be spent on students entering training. There must be some assurance that they are receptive to, and capable of benefitting from, the training that will be provided.

In the normal process of recruitment, recruiters will have some idea of the candidate's basic traits and capabilities. Whoever guides the candidate to the program will also have some knowledge of the person's interests, abilities, and experience. These perceptions should be considered by school admissions officials.

Care must be taken, however, to assure that highly favorable early-interview impressions—or negative impressions, for that matter—do not prejudice the final decision. Determination of the candidate's potential for success can be greatly aided by pre-school testing. Such tests can yield reliable clues to certain characteristics, such as mechanical aptitude, that are essential. The tests can also tell a great deal about the candidate's present knowledge and skills. These, in turn, can help determine how much and what kind of training each individual should receive.

Despite the efficacy of many tests, a caveat should be noted. Standardized testing has come under fire, in recent years, from many quarters. It has frequently been charged, for example, that some standardized tests are culturally biased and, consequently, favor one group in society over another. Those charged with responsibility for admissions should be aware that testing, while it can often provide valuable insights, should never be the sole criterion for admissions.

Counseling and Guidance

Counseling is a two-fold activity. Its first use is to guide the qualified, prospective student into the program; its second is to help the enrolled student on a continuing basis throughout the program.

Entry into a program does not cause all student problems to vanish; each student will encounter new problems as the program unfolds. The counselor's job is to work with the student to help identify problems and then work toward their solution. The counselor must also constantly watch for signs of discouragement or loss of interest and attempt to determine their causes.

Much day-to-day counseling will necessarily fall to the teacher. The teacher has the most contact with the student and is often in a position to detect and correct a problem while it is small. Overlap of responsibility between teacher and counselor should be apparent. The importance of working together in this critical area cannot be overstated.

The professional counselor cannot be expected to have the expertise of the teacher. The teacher will therefore provide much of the counseling that focuses on trade knowledge and skills. The counselor, on the other hand, will focus on the student's needs for advice on related instruction and in connection with personal growth, interests, and attitudes. In large programs, at least one counselor with deeper knowledge of the industry should be available.

Student Placement

Placement will not be a factor with some students, such as those currently employed in the industry. A student from industry, even if in school by personal choice, is likely to have a good idea of where to go when the program is completed. The school placement program should, of course, be as available to these students as to anyone else.

The placement program, for the most part, will serve students who enter with little or no experience in, or contact with, the industry. Many such students will develop industry contacts during the course of instruction, particularly if a cooperative program is offered.

It is logical to center placement activity at the school. The school has an organized placement office for other occupations.

The task of the placement official is to fit graduating students to job openings in the community. Identifying graduating students is a simple task, but the placement official will also need to know something of each student's personal aims and interests in addition to what is on the achievement record. The placement official should develop a form that will provide this information in simple format for easy reference. The placement official, the counselor, and the teacher should assist students in the preparation of effective resumes.

Input concerning employment openings is somewhat more difficult to organize. Such input must come from individual service establishments in the community. Each job listing should include as much detail as possible about the work involved. A standard form for this purpose will facilitate matching an applicant to a job.

The placement official should attempt to expose a given student to as many suitable job openings as possible. Conversely, employers should be exposed to as many qualified candidates as possible. The placement official should take special pains to avoid matching up an applicant and a job that are obviously not suited to each other.

The final fit of placing technicians in an appropriate job is the joint responsibility of the student and the employer. The success of this final decision will be greatly enhanced when both student and employer have numerous interview opportunities and as wide an area of choice as possible.

The role of the Craft Advisory committee in placement is two-fold:

--To work closely with the school in establishing an adequate placement function and to evaluate its performance on a continuing basis;

--To work closely with all industry establishments in the community to encourage them to use the school's placement office; to provide adequate job information to the placement office; and to develop an effective procedure for interviewing and evaluating potential employees suggested by the school.

If the need for competent technicians is as great as claimed, and if the educational program performs in such a way as to produce qualified technicians, the failure of local service establishments to follow through with job listings and effective interviewing and hiring practices can seriously impair the ultimate success of the program. It is up to the Advisory Committee to make certain that student placement proceeds in a smooth and effective manner.

TEACHER CERTIFICATION AND QUALIFICATIONS

Qualifications

The Teacher is qualified to teach by one of the following methods:

1. Regular or temporary Florida teacher's certificate with appropriate coverage;

2. Approval of local school board consistent with adopted school policy; or

3. Regular or temporary Florida teacher's certificate with other than appropriate coverage; has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field.

Refer to the Curriculum Framework for this program to determine the certification coverage for this program.

Instructional Staff

It is recommended that the instructional staff have technical competency and meet all state and local requirements for certification.

1. Technical Competency

   Instructor(s) sould have demonstrated technical competency and should hold current, nationally recognized certification in the laboratory areas taught. Instructors should hold current, nationally recognized certification, if awarded.

2. Instructional Certification

   Instructors should meet all state certifying requirements.

3. Technical Updating

   Faculty members should be provided technical materials required to maintain their competency. An opportunity should be provided for instructor(s) to return to industry on a regular basis for in-service and skill upgrading.

4. Safety and First Aid

   One or more instructor(s) in each department should hold a current American National Red Cross Standard First Aid Certificate.

5. Substitutes

A systematic method of obtaining "substitute" or "supply" instructors should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent instuctor in the occupational area and specific competencies taught.

FACILITY DESIGN CRITERIA

Introduction

Even the best instructor should not be expected to turn out competent and immediately productive graduates if they are forced to learn with out-of-date, improper, or inadequate facilities, tools, and equipment. Planning for and providing the proper facilities, tools, and equipment are difficult parts of establishing a training program, especially when space and budgetary constraints are considered. Facilities, tools, and equipment should be adequate to meet teaching objectives.

This section of the Program Guide contains guidance for setting up classroom activities as well as lab or shop facilities. Diagrams of typical classroom and shop layouts are contained in Appendix A.

Real-Life Facilities

The training facility cannot duplicate the real-life facility in which the student will work after graduation. However, the more the school resembles the industrial environment, the easier it will be for the student to make the transition from school to work. Tools, supplies, and test equipment should conform to local industry usage. Although different facilities may utilize different makes of tools and equipment, the actual differences in operation of most equipment are usually not so great. The on-the-job training each graduate will inevitably receive will usually reconcile differences between equipment used in the school and that in the commercial shop.

Teaching Facilities

Additional facilities and equipment will be required that are peculiar to the teaching job itself. Among the more important are:

Classroom space;

Audio-Visual Equipment—motion picture, slide, filmstrip, and overhead projectors; videotape units; microfiche readers;

Special devices to demonstrate basic principles and theory;

Duplication of tools and appropriate equipment to enable several students to work individually on the same service operation;

"Live Work" area(s) or laboratory facilities.

A superior instructor could no doubt make do without much of this equipment. But the availability of state-of-the-art training devices enhances the effectiveness and efficiency of any classroom.

Efficiency means achieving instructional objectives in the shortest time possible. By reducing training time and lost motion, the "return on investment" of the facility increases, competent maintenance persons enter the industry more quickly, and the individual student initiates a career and begins producing personal income sooner.

Updating Facilities

Facilities and equipment need updating just as curriculum, course content, and instructor capability do--and for the same reasons: technological change and improvements from year to year. Updating facilities and equipment may be more costly than updating course content--but failure to do so, at least minimally, will almost certainly impair the effectiveness of the program in a relatively short time.

Detailed Facilities Analysis

The advisory committee can assist the school in establishing priorities for installing facilities, tools, and equipment. Some are necessary; others are advantageous; and some can be considered nice to have, but essentially unnecessary. Careful planning and analysis of needs over several years can, however, lead to the establishment of a first-rate facility in almost any community.

Facilities Organization

In planning adequate facilities, one of the more critical considerations--and one that is far too often underestimated--is providing adequate space to meet the changing needs of the instructional program. Buildings should be designed and constructed for future expansion.

Work Station Arrangement

The arrangement of work stations and specialized equipment depends upon the general shape of the facilities, the number of specialized areas depends, to some extent upon the preferences of staff. However, a few fundamentals should be kept in mind:

Convenient location of entrances and exits;

Easy access to and among service benches;

Traffic Flow

The overall layout of the service facility should be planned so that the location of entrances and exists permits a logical flow of work in progress. The arrangement of benches to obtain an efficient traffic pattern is one of the most critical factors in planning a facility.

Personal Tool/Equipment Storage Area

A student tool storage room or area should be provided, with adequate shelf space for tool boxes and floor space for equipment. This area should afford maximum security for student tools.

Additional Facility Considerations

1. **Training Stations**

   Training stations and live work areas must be available in the type and number required for the performance of the tasks outlined in the program goals and performance objectives.

2. **Safety**

   The facilities must meet all applicable safety standards.

3. **Maintenance**

   A regular facilities maintenance program should be used to assure facilities are suitable when required for instruction.

4. **Housekeeping**

   The classroom, laboratory, and support area(s) should be kept clean and orderly.

5. **Office Space**

   An area separate from the classroom and laboratory should be available and convenient for use by the instructor(s) as an office.

6. **Instructional Area**

   A classroom convenient to, but separate from, the laboratory area should be available for instruction and other non-shop activities.

7. **Storage**

   Storage areas for tools, parts, supplies, and machines must be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

8. **Support Facilities**

Restrooms, clean up areas, and lockers should be provided convenient to the instructional area.

9. **Ventilation**

If required, an adequate fume removal system should be in place and operable. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

10. **First Aid**

A first aid station must be in place, well marked, and complete with appropriate supplies.

11. **Facility Evaluation**

The advisory committee should be asked to conduct an annual evaluation of the facilities to assure adequacy to meet program needs.

SUGGESTED EQUIPMENT AND SUPPLIES

Equipment

Equipment and tools used in this program must be of the type and quality found in industry and must also be the type needed to provide training to meet the program goals and performance objectives.

1. **Safety**

   Equipment and tools used in the training program must have all shields, guards, and other safety devices in place and operable.

2. **Type and Quality**

   The tools and equipment used in the training program must reflect the program goals and performance objectives. Sufficient tools and equipment must be available on site for the training offered. The tools and equipment must meet industry quality standards.

3. **Consumable Supplies**

   Sufficient consumable supplies should be readily available to assure continuous instruction. Consumable supplies such as solvent, sand paper, etc., are not contained in the equipment list.

4. **Maintenance**

   A preventive maintenance schedule should be used to minimize equipment down-time.

5. **Replacement**

   A systematic schedule for replacement should be used to maintain up-to-date tools and equipment at industry and safety standards. Student follow-up and advisory committee input should be used in this system.

6. **Inventory**

   An inventory system should be used to account for tools, equipment, parts, and supplies.

7. **Parts Purchasing**

   A systematic parts purchasing system-from work order to supplier should be used. Task performance should not be unreasonably delayed due to a lack of replacement or component parts.

8. Hand Tools

Each student should have a basic hand tool set comparable to tools required for employment. The student should be encouraged to purchase a hand tool set during the period of instruction.

9. Storage

Adequate storage of tools should be provided. The space needed depends upon whether hand tools are provided for students by the school. If students are required to purchase their own hand tools, space will still be required to store special tools and test equipment.

The following equipment list is based on an assumed class size of 20 students. The first part of the list contains items needed for classroom activities. The second part of the list contains the tools and equipment required to perform the tasks associated with each category of the Competency/Framework/Student Performance Standard/ lists.

SUGGESTED EQUIPMENT LIST

ELECTRONICS

NOTE: All items listed are recommended for both Secondary and Post Secondary Programs, unless noted by an * (Optional)

CLASSROOM EQUIPMENT

(20 students)

QUANTITY	DESCRIPTION	REMARKS
1	Blackboard	
1	Bulletin board	
5	Bookcases	
5	Cabinets, storage	
20	Chairs or bench stools	
20	Desks (optional if shop workbenches are used for classes)	
10	Individual study areas w/AV capability (as required)	*
1	Projector, film 16mm	*
1	Projector (overhead/35mm)	*
1	Projector screen	*
10	Steel shelves	
1	VCR - Television - Video camera	*
1	Washroom facilities	

LABORATORY TOOLS & EQUIPMENT

These tools and items of equipment are normally used in an Electronics laboratory having work stations for 20 students.

CATEGORY NUMBER & TITLE -- COMPETENCY / STUDENT PERFORMANCE STANDARD

01.0 Demonstrate proficiency in laboratory practices

The tools and equipment listed below are required to perform the tasks associated with the competency statements contained in this category.

QUANTITY	DESCRIPTION	REMARKS
	(Quantity of 5 per item is based on 5 stations per 20 students.)	
5	Accessory set/vom meter/multimeter	
1	Battery Charger, slow, maximum capacity three 12-volt or six 6-volt batteries, portable, with meter, 6' power cord	
5	Battery power supply 12 v.d.c.	
20	Workbench, steel or wood, 3'6" x 7'0", height 2'10-3/8", 12-gauge steel top, 2-compartment metal base cabinet with 3 shelves and doors to lock	
1	Bins revolving 7 shelfs	
1	Cabinet file 4dr w/lock	
2	Clamp set "C"	
4	Drill electric (3/8" - 1/4" - 1/2")	
2	Drillbits, metal, set	
5	Electronic shop tool set	
1	File set, hand	
1	Fire blanket & case	
	Fire extinguishers (as needed)	

1	First aid kit
2	Hammer sets Ball-peen Chipping Claw Electricians hammer Wooden Mallet Rubber Mallet
5	Pliers set Adjustable Crimpers Diagonal (7 1/4") Electrical Needle nose
1	Safety can
	Safety glasses (as needed)
5	Screwdriver set Flat blade set Offset Phillips set Phillips offset (1 & 2, 3 & 4) Standard
1	Shop tool boards, a & b
1	Socket Sets 1/4" Drive 1/8" Drive Extensions Metric
5	Soldering gun kit
5	Steel ruler
1	Storage rack (50) shelves
5	Tape measure
1	Tool Box, large
5	Vise for workbench
5	Volt-amp-wattmeter
5	Wire strippers

1 Wrench set
- Adjustable
- Allen wrench set
- Combination/Open-end set
- Metric set

CATEGORY NUMBER & TITLE — COMPETENCY / STUDENT PERFORMANCE STANDARD

02.0 Demonstrate proficiency in DC circuits

The tools and equipment listed below are required to perform the tasks associated with the competency statements contained in this category. Selected items from previously listed categories may be required to perform specific tasks.

QUANTITY	DESCRIPTION	REMARKS
	(Quantity of 5 per item is based on 5 stations per 20 students)	
	** Use soldering guns & VOM meters from category 01.0 --Plus	
5	Basic electric trainer AA341	
5	Capacitor start motor	
5	Capacitor tester, wide voltage range	
5	DC circuit parts kits	
5	Extension cords	
5	Galvanometers	
1	Ground fault protection demonstrator	
5	Induction motor 1M100	
5	Multimeter	
5	Oscilloscope (basic), with probes	*
5	Power supply EC10535	
5	Power supply dual range (0-30V, 15 AMP, and 0-400V, 150 MA)	

5	Resistance load RL100A
5	Resistance/reactance load
5	Signal generator
5	Starter, 3-4 point DC DCMS10
5	Starter, 3 phase AC MAG MS100-3A HA
5	Wheatstone bridge SWB1

CATEGORY NUMBER & TITLE — COMPETENCY / STUDENT PERFORMANCE STANDARD

03.0 Demonstrate proficiency in AC circuits

The tools and equipment listed below are required to perform the tasks associated with the competency statements contained in this category. Selected items from previously listed categories may be required to perform specific tasks.

QUANTITY	DESCRIPTION	REMARKS
	** Use soldering guns & VOM meters from category 01.0 and necessary items from category 02.0 —Plus	
5	AC Wattmeter HMD 100 or ACWM100-1	
5	AC isolation transformer with variac	
5	Basic AC circuits parts kit	
5	Frequency counter	
5	Impedance bridge	
5	Sweep function generator	

CATEGORY NUMBER & TITLE — COMPETENCY / STUDENT PERFORMANCE STANDARD

04.0 Demonstrate proficiency in solid state devices

The tools and equipment listed below are required to perform the tasks associated with the competency statements contained in this category. Selected items from previously listed categories may be required to perform specific tasks.

QUANTITY	DESCRIPTION	REMARKS
5	Curve tracer	
5	Decade boxes - R & C	
5	Frequency counters	
5	Grid dip meters	
5	Solid state circuit parts kits	
5	Transistor checkers	

CATEGORY NUMBER & TITLE — COMPETENCY / STUDENT PERFORMANCE STANDARD

05.0 Demonstrate proficiency in analog circuits

The tools and equipment listed below are required to perform the tasks associated with the competency statements contained in this category. Selected items from previously listed categories may be required to perform specific tasks.

QUANTITY	DESCRIPTION	REMARKS
5	Differential amplifier trainer kits	
5	Impedance bridges	
5	Multistage amplifier trainer kits	
5	Operational amplifier trainer kits	
5	Precision oscilloscopes	*
5	Single stage amplifier trainer kits	

CATEGORY NUMBER & TITLE -- COMPETENCY / STUDENT PERFORMANCE STANDARD

06.0 Demonstrate proficiency in digital devices.

The tools and equipment listed below are required to perform the tasks associated with the competency statements contained in this category. Selected items from previously listed categories may be required to perform specific tasks.

QUANTITY	DESCRIPTION	REMARKS
5	Digital multimeter	
5	Digital logic probes	
5	Digital logic trainer kits A518145 or equivalent containing the following items:	
5	Logic level switch for logic 1 or 0	
5	2 wide, 2-input AND or INVERT gate	
5	2-input NAND gate	
5	4-input NAND gate	
5	LED display	
1	Variable speed clock 1-10 & 10-100 PPS	*
1	Pulser with debounce instrument	*
5	J-K flip flop	
5	HEX inverter	*
5	2-input NOR gate	
5	2-input AND gate	
5	2-input OR gate	
5	Logic analyzers	

CATEGORY NUMBER & TITLE — COMPETENCY / STUDENT PERFORMANCE STANDARD

07.0 Demonstrate proficiency in microprocessing.

The tools and equipment listed below are required to perform the tasks associated with the competency statements contained in this category. Selected items from previously listed categories may be required to perform specific tasks.

QUANTITY	DESCRIPTION	REMARKS
5	Microprocessor trainer systems, A5181145 or equivalent including: 6502 microprocessor chip or equivalent LSI, MSI, & SSI chips 2K monitor program in ROM 1K user RAM Dual function 16 key HEX key pad Six 7-segment display modules Two 50 pin ZIF connectors for troubleshooting modules	
1	Floppy disk alignment trainer with disc drives	
5	Surge protected power supplies, 120V	
5	Peripheral equipment sets, PIA's, UART's printers, CRT's etc.	* Optional

CATEGORY NUMBER & TITLE — COMPETENCY / STUDENT PERFORMANCE STANDARD

08.0 Demonstrate proficiency in technical recording & reporting.

09.0 Demonstrate employability skills.

** No special equipment necessary.

SAFETY

The Florida State Board of Education establishes rules for the operation of public schools. **Part III, Section B, Chapter 6A-2** of the State Board of Education Rules (S.B.E.) contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Specifically, subsection 6A-2.97, which follows, contains regulations unique to Vocational classes.

S.B.E. Rule 6A-2.97: Safety devices in shops, laboratories, and other process areas, states:

(1) Use of personal protection devices and other protective equipment is required when students and staff are exposed to the following:

(a) arc welding, heavy gas cutting, scarfing;

(b) spot welding, brazing, or cutting;

(c) machining of any materials causing flying chips;

(d) injurious radiations, dusts, fumes, gases, vapor mists;

(e) sledging, hammering, chipping, scaling, drilling, grinding, chiseling, wire brushing, and caulking operations where flying objects or particles may strike the body; [or]

(f) chemicals, acids, caustics, and molten metals

(2) Personal protection devices which come in contact with the skin shall be sanitized after each use.

(3) Clothing, jewelry, and personal grooming of personnel in shops and labs shall not constitute a hazard.

(4) Individual equipment power shut-off, within reach of the operator, shall be provided for all working machinery. Each individual machine shall be equipped with an approved electromagnetic starter switch.

(5) No safeguard, safety appliance, or safety device guarding a machine or machine part shall be removed or made ineffective except when the machine is stopped and for the purpose of immediate cleaning, repairing, or adjusting. Upon completion of repairing, cleaning, or adjusting, such guard, appliance, or device shall immediately be replaced. Any shop or laboratory tool or equipment found to be unsafe shall be red-tagged and removed from service until the condition is corrected.

(6) The floors in areas where machines are used shall be kept free from waste, grease, and obstructions.

(7) Welding operations shall be located in a shielded area, and the area shall be free of combustible material and persons not wearing protective devices.

(8) Areas where toxic fumes are produced shall be properly vented to the outside.

(9) Flammable fumes or dust produced in a student-occupied facility shall be mechanically exhausted to the outside with approved explosion-proof motor-driven equipment with filters in place.

(10) Each space equipped with unprotected gas valves accessible to students shall have an approved master cut-off readily accessible to the instructor.

(11) Each shop or lab equipped with electrically powered machinery accessible to students shall have one or more conspicuously color-coded disconnect switches at convenient locations throughout the space.

(12) Kilns shall be properly shielded from combustibles, combustible surfaces, and personnel, and shall not be located in the path of or adjacent to any means of egress, or exposed to unauthorized persons.

(13) Automotive, body, and frame repair areas requiring welding and cutting shall be separated from engine overhaul and related fuel handling activities.

(14) A tire cage shall be provided when pressurizing tires on split rims.

(15) Vehicle lifts shall be provided with a mechanical safety lock.

(16) Piping and working machinery with component parts shall be safety color-coded in accordance with ANSI Z53.1-1971.

(17) The safety color-coded chart shall be posted in a conspicuous place available to employees and students.

(18) Hazardous work and storage areas shall be identified by appropriate caution signs.

(19) All equipment designed to be permanently mounted shall be securely fastened to its supporting surface.

(20) Safety zone lines shall be used on the floor area surrounding working machinery.

(21) Fume hoods shall be provided and kept in proper operating condition. Operations where flammable gas, toxic vapors, or noxious odors are given off shall be performed in the fume hoods.

(22) Safety equipment such as showers and floor drains, eye wash, fire blankets, and proper extinguishing equipment shall be provided, properly installed, and maintained correctly.

PRINTED AND AUDIOVISUAL MATERIALS

Learning Resources

Support material consistent with both program goals and performance objectives should be available to staff and students.

1. **Service Manuals**

   Manuals with current manufacturer's service procedures and specifications. These manuals must be located where students can use them while working in the shop area.

2. **Multi-Media**

   Appropriate up-to-date multi-media materials such as flip charts, tape slides, motion pictures, overhead transparencies and video projection media should be decentralized, readily available wherever possible, and utilized in the training process.

3. **Instructional Development Services**

   The services of professional instructional development personnel should be used when available. At a minimum, equipment and supplies should be available for duplication of printed material and overhead projector transparency development. Instructional development personnel should conduct in-service workshops and/or other training in curriculum and media development on a structured basis.

4. **Periodicals**

   Current general and technical magazines and newspapers should be available for student and instructor use.

5. **Student Materials**

   Necessary instructional texts or pertinent material should be available for each student to satisfy the objectives of the mode of instruction used. Where textbooks are used, specialized texts should carry a copyright date no older than 3 years, basic texts no older than 6 years.

Printed and Audiovisual Materials

This list contains an extensive number of organizations providing training materials. Some materials are free; for others, there is a charge. Details should be requested in writing prior to ordering.

DC CIRCUITS

QUANTITY	SOURCE		
20	Heathkit	EB6101	--Textbook
20	Heathkit	EB6101-40	--Workbook
2	Heathkit	EB6101-50	--Instructor Guide
20	Heathkit	EB6101-80	--Exam Packages
2 sets	Heathkit	EEA3101A	--Cassette Tapes & Illustration Books
2 sets	Texas Instruments	Video Tapes - DC Circuits	

AC CIRCUITS

QUANTITY	SOURCE		
20	Heathkit	EB6102	--Textbook
20	Heathkit	EB6102-40	--Workbook
2	Heathkit	EB6102-50	--Instructor Guide
20	Heathkit	EB6102-80	--Exam Packages
2 sets	Heathkit	EEA3102A	--Cassette Tapes & Illustration Books
2 sets	Texas Instruments	Video Tapes - AC Circuits	

SOLID STATE DEVICES

QUANTITY	SOURCE		
20	Heathkit	EB6103	--Textbook
20	Heathkit	EB6103-40	--Workbook

2	Heathkit	EB6103-50 —Instructor Guide
20	Heathkit	EB6103-80 —Exam Packages
2 sets	Heathkit	EEA3102A —Cassette Tapes & Illustration Books
2 sets	Texas Instruments	Video Tapes - Semiconductors

ANALOG CIRCUITS

QUANTITY	SOURCE	
20	Heathkit	EB6104 —Textbook
20	Heathkit	EB6104-40 —Workbook
2	Heathkit	EB6104-50 —Instructor Guide
20	Heathkit	EB6104-80 —Exam Packages
2 sets	Heathkit	EEA3102A —Cassette Tapes & Illustration Books
2 sets	Texas Instruments	Video Tapes - Electronic Circuits

SOLDERING

QUANTITY	SOURCE	
1	Pace	Video Tapes on Basic Soldering

Publications

1. Alabama State Department of Education. Measurable Objectives Study for Post-Secondary Technical Institutes in Radio and TV. Montgomery, Alabama: State Department of Education, Division of Vocational Education and Community Colleges, 1973.

2. Drake, James Bob and Davis, Paul D. Employment Trends and Vocational Planning Information for Radio and Television Repair Technicians in Alabama. Auburn, Alabama: Auburn University, Department of Vocational and Adult Education; Montgomery, Alabama: State Department of Education, Division of Vocational Education, 1973. (ED)96 554-RIE,* Vol. 10, No. 2/VT101 182-Aim/Arm,* Vol. 7. No. 6)

3. Mulder, J. W. and others. Radio and Television Servicing. University, Alabama: University of Alabama, Department of Trade and Industrial Education, 1967. (ED)20 442-RIE,* Vol. 3, No. 11/VT 002 612-AIM,* Summer, 1968)

4. New Jersey State Department of Labor and Industry. Television Service and Repairman. Trenton, New Jersey: State Department of Education, Division of Planning and Research, 1968. (ED 062 563-RIE,* Vol. 7, No. 8/VT 014 028-AIM,* Vol. 5, No. 2)

5. Texas A & M University. Radio and Television Servicing; Suggested Basic Course Outline. College Station, Texas: Texas A & M University, Engineering Extension Service, Instructional Materials Production, 1964. (BT 010 055-AIM,* Spring, 1970)

6. U.S. Department of Education. Electronic Technology, Suggested 2-Year Post High School Curriculum. Washington, DC: Department of Education, Division of Vocational and Technical Education, State Vocational Services Branch, 1966. (Superintendent of Documents, FS 5.280: 80009A)

7. U.S. Department of the Air Force. United States Air Force Job Inventory, Ground Radio Operators Career Ladder. Lackland Air Force Base, Texas: Air Training Command, Occupational Measurements Center, 1974. (Order Direct, AFPT 90-293-123)

8. University of Alabama. Equipment List for Secondary Preparatory Programs Electronics or Radio and Television Service. University, Alabama: University of Alabama, Department of Trade and Industrial Education. (Unable to verify*)

9. Herrick, Clyde N. Color Television: Theory and Servicing. Reston Publishing Company, 1973.

10. Mandl, Matthew. Modern Television Systems Theory and Servicing. Englewood Cliffs, New Jersey: Prentice-Hall, 1974.

11. Florida State Department of Education, Vocational Division. Basic Electronics I, #IE095, MAVCC.

12. Florida State Department of Education, Vocational Division. Basic Electronics II, #IE135, MAVCC.

13. Florida State Department of Education, Vocational Division. Teaching Units of Instruction, #IE096, MAVCC.

14. Florida State Department of Education, Vocational Division. Units of Instruction Development, #IE097, MAVCC.

15. Florida State Department of Education, Vocational Division. Curriculum Development Philosophy, #IE098, MAVCC.

16. Florida State Department of Education, Vocational Division. Individualized Curriculum for Electronics, #IE105, Oregon Modules.

17. Florida State Department of Education, Vocational Division. Electronics Mechanic, #IE164, V-TECS catalog.

18. Florida State Department of Education, Vocational Division. Teaching Academically Disadvantaged Students in Vocational Education Courses, #DD012 BK-82.

19. Florida State Department of Education, Vocational Division. Keys to Managing Competency-Based Instruction, #TE036 BK-77.

20. Florida State Department of Education, Vocational Division. Guidelines For The Review and Selection of Instructional Materials for Competency-Based Education, #TE034 BK-80.

21. Florida State Department of Education, Vocational Division. Employability Skills Series, #CE001 SS-81. (CE003, CE004, CE009, CE010, CE017, CE018, CE024, CE025, CE029, CE030, CE037, CE038)

Training Programs and Laboratory Kits

1. Electricity Concepts Training System, with 2 ea. Student Manuals. Energy Concepts, Inc. Model 211-S.

2. Electricity Concepts Audio/Visual Program, with projector, 2 headsets. Energy Concepts, Inc. Model AV100-10/AV100-14/69-451/60-955.

3. E-Math Diagnostic and Remediation Program, utilizing computer disk. Includes projector. Prime Learning: Prime Directions E Math Series.

4. Solid-State Fundamentals Training System, with 2 ea. Student Manuals. Energy Concepts, Inc. Model 212-S.

5. Analog Circuits training materials and support instrumentation of DC/AC. D. C. Jaeger Corporation.

6. Basic Digital Electronics Training Package. E & L Instruments, Inc. Model DTP-1A.

7. Basic Z80 Microcomputer Training Package. E & L Instruments, Inc. Model MTP-80.

8. Microcomputer Memory Package. E & L Instruments, Inc. Model MEM-80.

9. Microcomputer Interface Package. E & L Instruments, Inc. Model MIO-80.

10. Microcomputer Applications Package. E & L Instruments, Inc. Model MAP-80.

11. Audio/Visual Support System: The MT-80Z Fox Microprocessor Explained, Assembly Language w/Z80 Programming, and Digital Codes & Numbering Systems Explained. Bergwall. 870, 871, 872.

12. Power Control/Auxiliary AC Module. Energy Concepts, Inc. Model 36769.

13. Logic Comparator Troubleshooting Kit. Hewlett-Packard Co. Model TTL/CMOS/A. Each to include:
    1 each Logic Probe, Model 545A.
    1 each Logic Pulsar, Model 546A.
    1 each Current Tracer, Model 547A.
    1 each Logic Clip, Model 548A.
    1 each Logic Probe, Model 10525E.

14. Quad Trace Scope, 100MHz, 200NS - .5 sec. Delayed Sweep. Min. 1 Meg Input, 3.5NS Rise Time (2 units for each 20 students). Hitachi Denshi, Ltd. Model V-1050F.

15. Universal Counter. Energy Concepts, Inc. Model 60100.

16. Capacitance Meter. Global. Model 3001.

17. Transistor Checker. B & K. Model 510.

18. Multiplexer. Global. Model 8001.

19. Capacitance/Induction Analyser. B & K. Model 830.

20. Curve Tracer. B & K. Model 501A.

21. Signal Analyser. B & K. Model SA1010.

22. Digital Pulse Generator. B & K.

23. Microprocessor Troubleshooting Training System. Tetra Systems Corp. Model 8010.

24. Microprocessor Training System Instructor Support Package. Tetra Systems Corporation. Model IP.

25. Industrial Motor Control Trainer/Industrial Measurements & Controls Training System. ECI. Model 219-SA/BA-M.

26. Robotics Training System, w/curriculum. DC Servo Master-Controlled. PREP SCORBOT-ER III.

27. Industrial AC System, with mobile bench and 3-phase motor assembly. Energy Concepts, Inc. Model 240-S/24040/24036A.

28. Combination Basic Soldering for Electronics, and Rework & Repair Program, with video cassette player, monitor, and soldering materials. D. C. Jaeger Corporation. Model 1302-028A.

29. Master Builder·Designer/Trainer, with brackets. Science Instruments Co. Model S300B.

PROFESSIONAL ORGANIZATIONS AND SUPPORT SERVICES

Professional Organizations

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, useful and stimulating publications and sound professional growth experiences at local, state, regional, and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

CERTIFIED ELECTRONIC TECHNICIAN (CET)

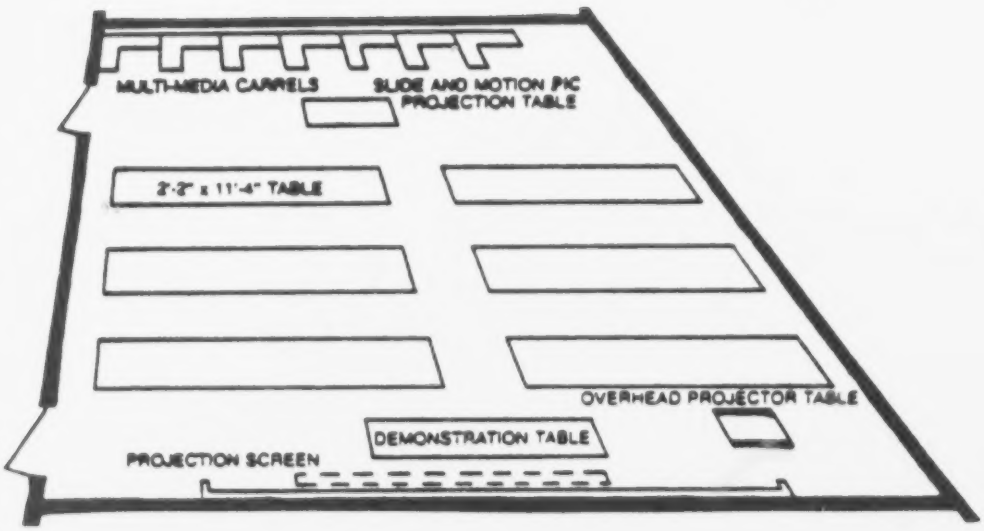
INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS (IBEW)

INSTITUTE OF ELECTRICAL & ELECTRONIC ENGINEERS (IEEE)

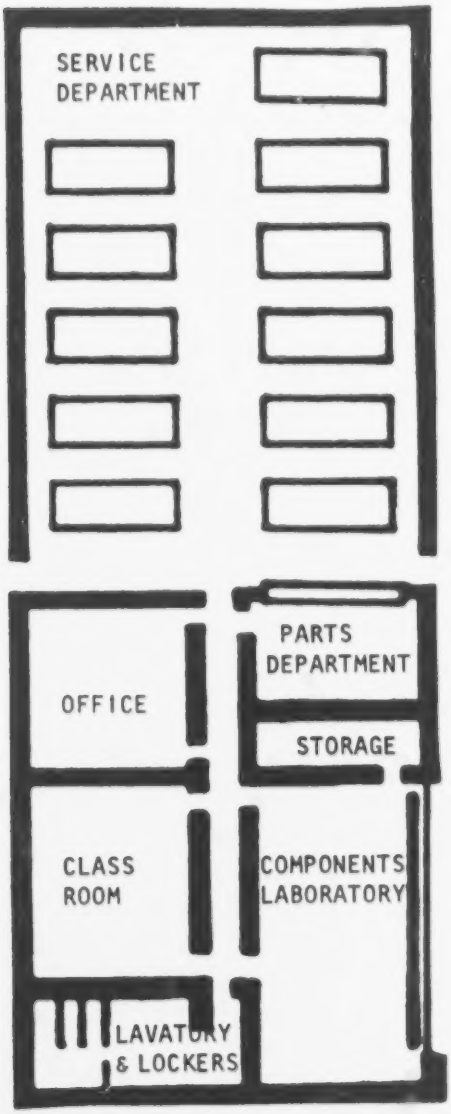
Appendix A

FACILITIES DIAGRAMS

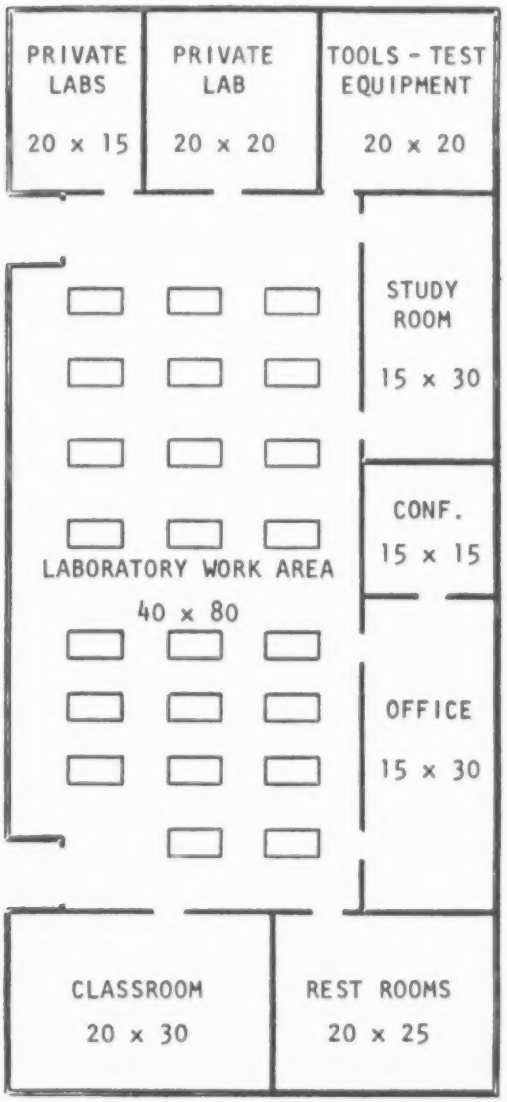
SUGGESTED LAYOUT FOR A CLASSROOM



TYPICAL LABORATORY OR CLINICAL SETTING

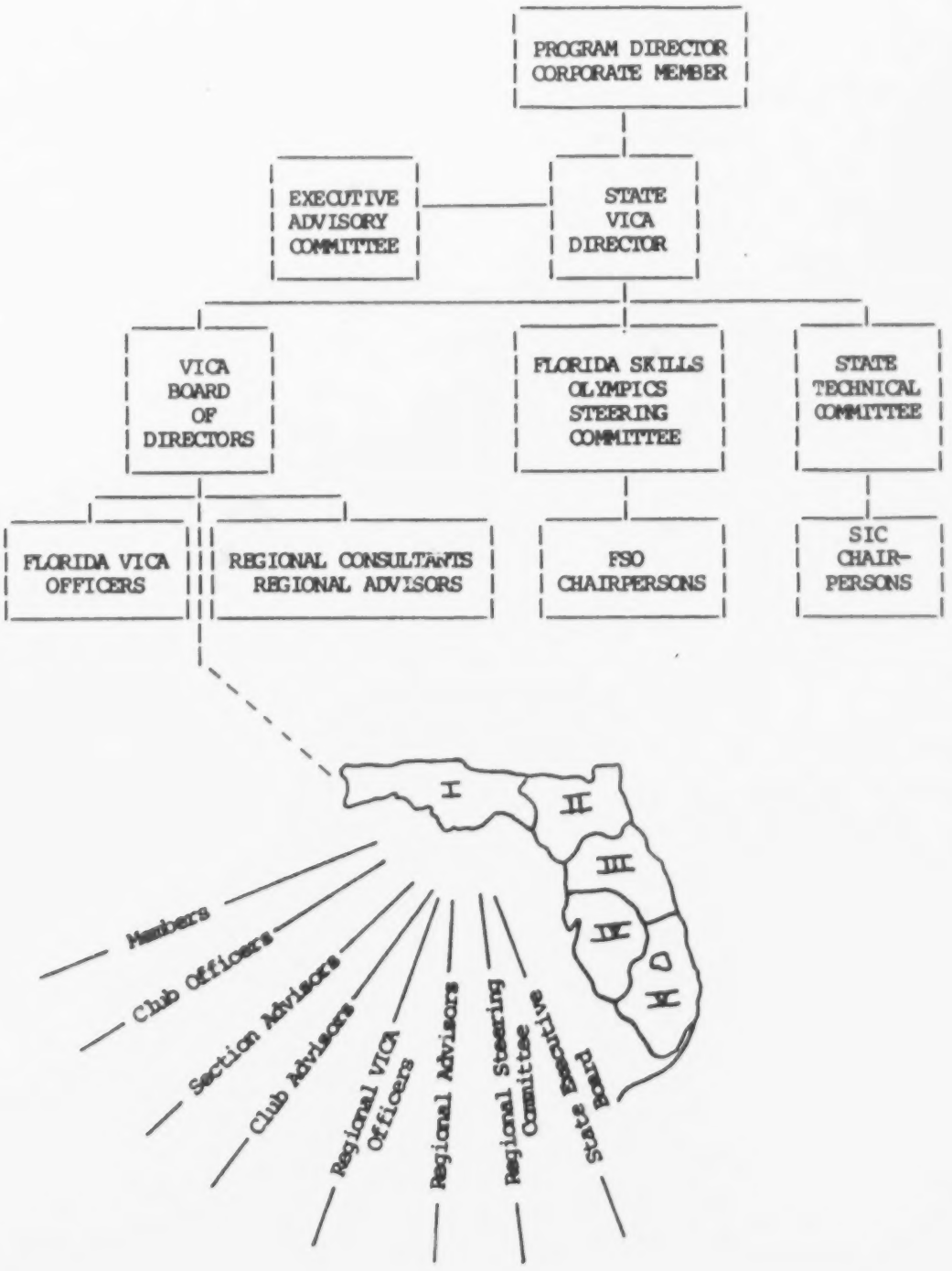


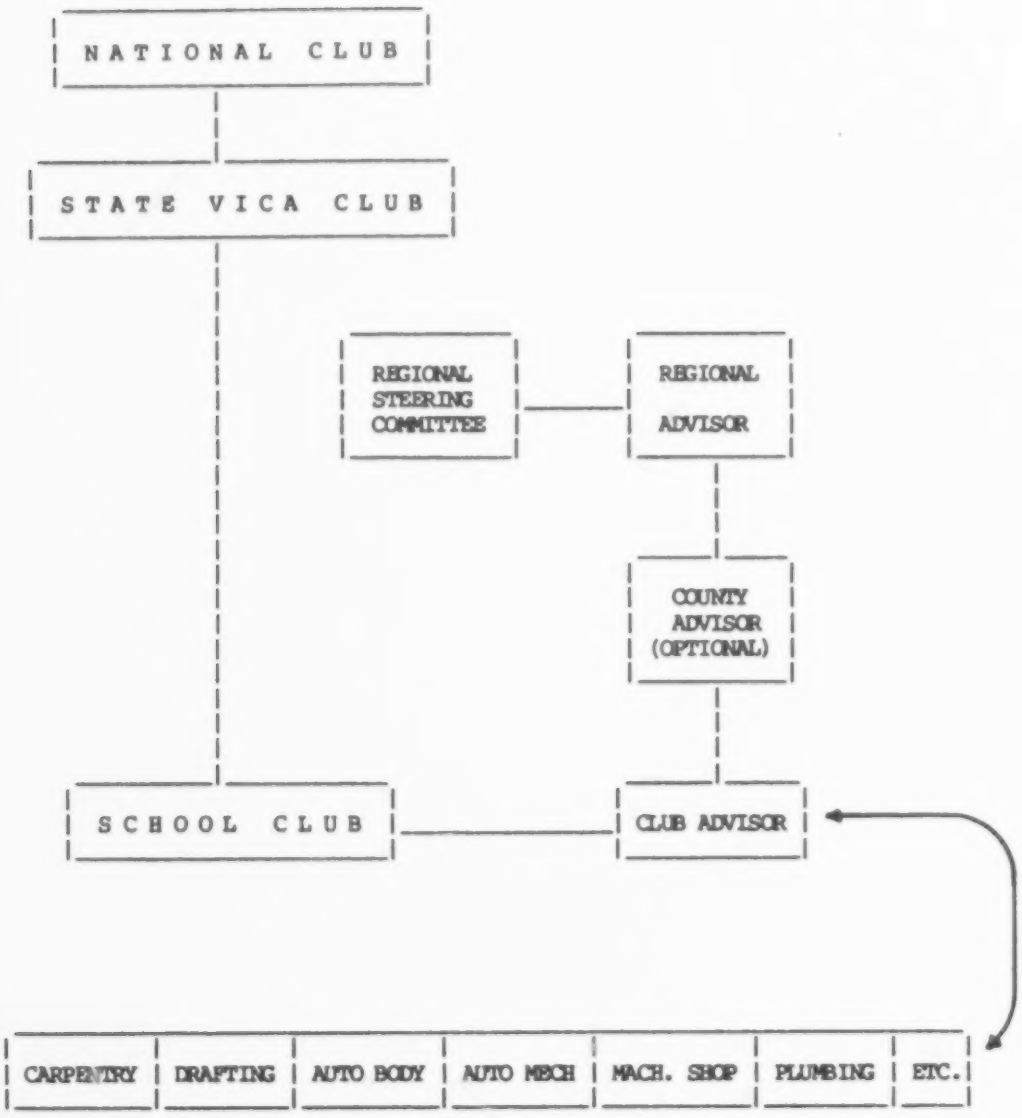
TYPICAL COMBINATION OF CLASS/LAB AREAS



Appendix B

VICA ORGANIZATION CHARTS


PROGRAM DIRECTOR
CORPORATE MEMBER
EXECUTIVE ADVISORY COMMITTEE
STATE VICA DIRECTOR
VICA BOARD OF DIRECTORS
FLORIDA SKILLS OLYMPICS STEERING COMMITTEE
STATE TECHNICAL COMMITTEE
FLORIDA VICA OFFICERS
REGIONAL CONSULTANTS REGIONAL ADVISORS
FSO CHAIRPERSONS
SIC CHAIR-PERSONS
I
II
III
IV
Members
Club Officers
Section Advisors
Club Advisors
Regional VICA Officers
Regional Advisors
Regional Steering Committee
State Executive Board


NATIONAL CLUB
STATE VICA CLUB
REGIONAL STEERING COMMITTEE
REGIONAL ADVISOR
COUNTY ADVISOR (OPTIONAL)
SCHOOL CLUB
CLUB ADVISOR
CARPENTRY
DRAFTING
AUTO BODY
AUTO MECH
MACH. SHOP
PLUMBING
ETC.

Appendix C

CURRICULUM FRAMEWORKS

and

STUDENT PERFORMANCE STANDARDS

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial Education

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1986

PROGRAM TITLE: Basic Electronics

CODE NUMBER: Secondary 8730000 Postsecondary _____

Florida CIP IN47.012500

SECONDARY SCHOOL CREDITS 6 COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____
(150 hours instruction per credit, SB923, Section I)

APPLICABLE LEVEL(S): ___7-9 ___9-12 ___Postsecondary Adult Vocational

___Postsecondary Vocational _X_Other 10-12, 21

CERTIFICATION COVERAGE: TEC ELEC @ 7 ELECTRONIC 7 RADIO TV @ 7

I. MAJOR CONCEPTS/CONTENT: The program is designed to prepare individuals for employment as electronics technicians, any industry (003.161-014), electronics technicians, industrial (003.161-014), electronics technicians, field service engineer, engineering assistant (003.161-014), or in related occupations in electronics.

The program prepares individuals to assemble, install, operate, maintain, troubleshoot, and repair electrical/electronic equipment used in industry.

Graduates of this program will be prepared to enter advanced postsecondary training and education in specialized electronics related fields. They may also be employed as trainees in various electronics related positions in certain industries.

The content includes, but is not limited to, DC circuits, AC circuits, solid-state devices, analog circuits, digital devices, and microprocessors. Integrated into this content will be communications skills, leadership skills, human relations skills, employability skills, safe and efficient work practices, use of circuit diagrams and schematics, soldering and chassis assembly techniques, laboratory practices, and technical recording and reporting.

Basic Electronics - Continued

Listed below are the courses that comprise this program when offered at the secondary level:

8730010 Basic Electronics 1
8730020 Basic Electronics 2
8730030 Basic Electronics 3
8730040 Basic Electronics 4
8730050 Basic Electronics 5
8730060 Basic Electronics 6

II. LABORATORY ACTIVITIES: Electronic laboratory activities are an integral part of this program. The tools, test equipment, materials, and processes used in this laboratory are similar to those used in industry. Students should be able to use the various types of precision test equipment found in general use throughout the electronics industry for the purpose of analyzing, troubleshooting, and repairing electronic circuitry.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is an appropriate vocational student organization for providing communications, leadership, human relations, and employability training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this program.

Instruction in microcomputer familiarization is appropriate for inclusion in this program. Instruction in entrepreneurship is also appropriate for inclusion in this program.

Algebra is recommended as a prerequisite for entry into this program.

The typical length of this program for the average achieving student is 900 contact hours (1080 clock hours).

IV. INTENDED OUTCOMES: After sucessfully completing this program, the individual will be able to:

01. Demonstrate proficiency in laboratory practices.
02. Demonstrate proficiency in DC circuits.
03. Demonstrate proficiency in AC circuits.
04. Demonstrate proficiency in solid-state devices.
05. Demonstrate proficiency in analog circuits.
06. Demonstrate proficiency in digital devices.
07. Demonstrate proficiency in technical recording and reporting.
08. Demonstrate employability skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial COURSE CREDIT: 1

PROGRAM TITLE: Basic Electronics PROGRAM NUMBER: 8730000

COURSE TITLE: Basic Electronics 1 COURSE NUMBER: 8730010

COURSE DESCRIPTION:

This course is designed to provide instruction in the different procedures for developing proficiency in laboratory practices and in DC circuits.

01.0 DEMONSTRATE PROFICIENCY IN LABORATORY PRACTICES--The student will be able to:

- 01.01 Apply proper OSHA safety standards
- 01.02 Make electrical connections
- 01.03 Identify and use hand tools properly
- 01.04 Identify and use power tools properly
- 01.05 Demonstrate acceptable soldering and desoldering techniques

02.0 DEMONSTRATE PROFICIENCY IN DC CIRCUITS--The student will be able to:

- 02.01 Solve algebraic problems to include exponentials (prerequisite to DC)
- 02.02 Relate electricity to the nature of matter
- 02.03 Identify sources of electricity
- 02.04 Define voltage, current, resistance, power, and energy
- 02.05 Apply and relate Ohm's law
- 02.06 Read and interpret color codes and symbols to identify electrical components and values
- 02.07 Measure properties of a circuit using VOM and DVM meters
- 02.08 Compute and measure conductance and resistance of conductors and insulators
- 02.09 Apply Ohm's law to series circuits
- 02.10 Construct and verify operation of series circuits
- 02.11 Troubleshoot series circuits
- 02.12 Apply Ohm's law to parallel circuits
- 02.13 Construct and verify the operation of parallel circuits
- 02.14 Troubleshoot parallel circuits
- 02.15 Apply Ohm's law to series-parallel circuits
- 02.16 Construct and verify the operation of series-parallel circuits
- 02.17 Troubleshoot series-parallel circuits
- 02.18 Identify and define voltage divider circuits (loaded and unloaded)
- 02.19 Construct and verify the operation of voltage divider circuits (loaded and unloaded)
- 02.20 Troubleshoot voltage divider circuits (loaded and unloaded)
- 02.21 Apply maximum power theory

Basic Electronics 1 - Continued

02.22 Construct and verify the operation of DC circuits that demonstrate the maximum power transfer theory
02.23 Define magnetic properties of circuits and devices
02.24 Determine the physical and electrical characteristics of capacitors and inductors
02.25 Define RC and RL time constants and classify the output of differentiators and integrators
02.26 Construct and verify the operation of differentiators and integrators to determine RC and RL time constants
02.27 Troubleshcot differentiator and integrator circuits
02.28 Set up and operate a VOM for DC circuits
02.29 Set up and operate a DVM for DC circuits
02.30 Set up and operate power supplies for DC circuits
02.31 Set up and operate oscilloscopes for DC circuits

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial COURSE CREDIT: 1

PROGRAM TITLE: Basic Electronics PROGRAM NUMBER: 8730000

COURSE TITLE: Basic Electronics 2 COURSE NUMBER: 8730020

COURSE DESCRIPTION:

This course is designed to provide instruction in the different procedures for developing proficiency in AC circuits.

03.0 DEMONSTRATE PROFICIENCY IN AC CIRCUITS--The student will be able to:

03.01 Solve basic trigonometric problems as applicable to electronics (prerequisite to AC)
03.02 Identify properties of an AC signal
03.03 Identify AC sources
03.04 Analyze and measure AC signals using oscilloscope, frequency meter, and generator
03.05 Define the characteristics of AC capacitive circuits
03.06 Construct and verify the operation of AC capacitive circuits
03.07 Troubleshoot AC capacitive circuits
03.08 Define the characteristics of AC inductive circuits
03.09 Construct and verify the operation of AC inductive circuits
03.10 Troubleshoot AC inductive circuits
03.11 Define and apply the principles of transformers to AC circuits
03.12 Construct and verify the operation of AC circuits utilizing transformers

Basic Electronics 2 - Continued

03.13 Troubleshoot AC circuits utilizing transformers
03.14 Define the characteristics of RLC circuits (series, parallel, and complex)
03.15 Construct and verify the operation of RLC circuits (series, parallel, and complex)
03.16 Define the characteristics of series and parallel resonant circuits
03.17 Construct and verify the operation of series and parallel resonant circuits
03.18 Define the characteristics of filter circuits
03.19 Construct and verify the operation of filter circuits
03.20 Troubleshoot filter circuits
03.21 Define the characteristics of polyphase circuits
03.22 Define basic motor theory and operation
03.23 Define basic generator theory and operation
03.24 Set up and operate a VOM for AC circuits
03.25 Set up and operate a DVM for AC circuits
03.26 Set up and operate power supplies for AC circuits
03.27 Set up and operate oscilloscopes for AC circuits
03.28 Set up and operate frequency counters for AC circuits
03.29 Set up and operate signal generators for AC circuits
03.30 Set up and operate capacitor/inductor analyzers for AC circuits
03.31 Set up and operate impedance bridges for AC circuits

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial COURSE CREDIT: 1

PROGRAM TITLE: Basic Electronics PROGRAM NUMBER: 8730000

COURSE TITLE: Basic Electronics 3 COURSE NUMBER: 8730030

COURSE DESCRIPTION:

This course is designed to provide instruction in the different procedures for developing proficiency in solid-state devices.

04.0 DEMONSTRATE PROFICIENCY IN SOLID-STATE DEVICES--The student will be able to:

04.01 Identify properties of semiconductor materials
04.02 Identify and define operating characteristics and applications of pn junction diodes

Basic Electronics 3 - Continued

04.03 Identify and define operating characteristics and applications of special diodes
04.04 Analyze diode circuits
04.05 Construct diode circuits
04.06 Troubleshoot diode circuits
04.07 Identify and define operating characteristics and applications of bipolar transistors
04.08 Identify and define operating characteristics and applications of field effect transistors (FET's)
04.09 Identify and define operating characteristics and applications of thyristors
04.10 Identify and define operating characteristics and applications of integrated circuits
04.11 Set up and operate a VOM for solid-state devices
04.12 Set up and operate a DVM for solid-state devices
04.13 Set up and operate power supplies for solid-state devices
04.14 Set up and operate oscilloscopes for solid-state devices
04.15 Set up and operate frequency counters for solid-state devices
04.16 Set up and operate signal generators for solid-state devices
04.17 Set up and operate capacitor/inductor analyzers for solid-state devices
04.18 Set up and operate impedance bridges for solid-state devices
04.19 Set up and operate curve tracers
04.20 Set up and operate transistor testers

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial COURSE CREDIT: 1

PROGRAM TITLE: Basic Electronics PROGRAM NUMBER: 8730000

COURSE TITLE: Basic Electronics 4 COURSE NUMBER: 8730040

COURSE DESCRIPTION:

This course is designed to provide instruction in the different procedures for developing proficiency in analog circuits.

05.0 DEMONSTRATE PROFICIENCY IN ANALOG CIRCUITS--The student will be able to:

05.01 Identify and define operating characteristics and applications of single-stage amplifiers
05.02 Construct single-stage amplifiers
05.03 Troubleshoot single-stage amplifiers

Basic Electronics 4 - Continued

05.04 Identify and define operational characteristics and applications of multistage amplifiers
05.05 Construct multistage amplifiers
05.06 Troubleshoot multistage amplifiers
05.07 Identify and define operating characteristics and applications of basic power supplies and filters
05.08 Construct basic power supplies and filters
05.09 Troubleshoot basic power supplies and filters
05.10 Identify and define operating characteristics and applications of differential and operational amplifiers
05.11 Construct differential and operational amplifiers
05.12 Troubleshoot differential and operational amplifiers
05.13 Identify and define operating characteristics and applications of power supply regulators
05.14 Construct power supply regulators
05.15 Troubleshoot power supply regulators
05.16 Identify and define operating characteristics and applications of active filters
05.17 Construct active filters
05.18 Troubleshoot active filters
05.19 Identify and define operating characteristics and applications of sinusoidal and non-sinusoidal oscillators
05.20 Construct oscillators (optional in high school and vocational center programs)
05.21 Troubleshoot oscillators (optional in high school and vocational center programs)
05.22 Identify and define operating characteristics and applications of motor phase-control circuits (single-phase and multiphase)
05.23 Identify and define operating characteristics and applications of cathode ray tubes (CRT's) as used in video terminals
05.24 Identify and define operating characteristics and applications of optical devices
05.25 Set up and operate a VOM for analog circuits
05.26 Set up and operate a DVM for analog circuits
05.27 Set up and operate power supplies for analog circuits
05.28 Set up and operate oscilloscopes for analog circuits
05.29 Set up and operate frequency counters for analog circuits
05.30 Set up and operate signal generators for analog circuits
05.31 Set up and operate impedance bridges for analog circuits

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STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial COURSE CREDIT: 1

PROGRAM TITLE: Basic Electronics PROGRAM NUMBER: 8730000

COURSE TITLE: Basic Electronics 5 COURSE NUMBER: 8730050

Basic Electronics 5 - Continued

COURSE DESCRIPTION:

This course is designed to provide instruction in the different procedures for developing proficiency in digital devices.

06.0 DEMONSTRATE PROFICIENCY IN DIGITAL DEVICES--The student will be able to:

- 06.01 Define and apply numbering systems (hex., bin., and oct.) to codes and arithmetic
- 06.02 Analyze/minimize logic circuits using Boolean operations
- 06.03 Set up and operate a VOM for digital devices
- 06.04 Set up and operate a DVM for digital devices
- 06.05 Set up and operate logic probes for digital devices
- 06.06 Set up and operate power supplies for digital devices and solve power distribution and noise problems
- 06.07 Set up and operate pulsers for digital devices
- 06.08 Set up and operate oscilloscopes for digital devices
- 06.09 Set up and operate logic analyzers for digital devices
- 06.10 Set up and operate pulse generators for digital devices
- 06.11 Set up and operate counters for digital devices
- 06.12 Identify types of logic gates and their truth tables
- 06.13 Construct logic gates using discrete components
- 06.14 Troubleshoot logic gates
- 06.15 Analyze types of flip-flops and their truth and excitation tables
- 06.16 Construct flip-flops using discrete components
- 06.17 Troubleshoot flip-flops
- 06.18 Identify, define, and measure characteristics of integrated circuit IC logic families
- 06.19 Identify types of registers and counters
- 06.20 Construct registers and counters using flip-flops and logic gates
- 06.21 Troubleshoot registers and counters
- 06.22 Analyze clock and timing circuits
- 06.23 Construct clock and timing circuits
- 06.24 Troubleshoot clock and timing circuits
- 06.25 Identify and relate types of logic-arithmetic circuits
- 06.26 Construct logic-arithmetic circuits
- 06.27 Troubleshoot logic-arithmetic circuits
- 06.28 Identify types of encoding and decoding devices
- 06.29 Construct encoders and decoders
- 06.30 Troubleshoot encoders and decoders
- 06.31 Identify types of multiplexer and demultiplexer circuits
- 06.32 Construct multiplexer and demultiplexer circuits
- 06.33 Troubleshoot multiplexer and demultiplexer circuits
- 06.34 Identify types of memory circuits (static, dynamic, volatile, nonvolatile, etc.)

Basic Electronics 5 - Continued

06.35 Use memory devices in circuits
06.36 Troubleshoot memory-device circuits
06.37 Relate the uses of digital-to-analog and analog-to-digital conversions
06.38 Construct digital-to-analog and analog-to-digital circuits
06.39 Troubleshoot digital-to-analog and analog-to-digital circuits
06.40 Identify types of displays (LED, LCD, etc.)
06.41 Construct display circuits
06.42 Troubleshoot display circuits

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial COURSE CREDIT: 1

PROGRAM TITLE: Basic Electronics PROGRAM NUMBER: 8730000

COURSE TITLE: Basic Electronics 6 COURSE NUMBER: 8730060

COURSE DESCRIPTION:

This course is designed to provide instruction in developing technical recording and reporting skills and in demonstrating employability skills.

07.0 DEMONSTRATE PROFICIENCY IN TECHNICAL RECORDING AND REPORTING --The student will be able to:

07.01 Draw and interpret electronic schematics
07.02 Record data and design curves and graphs
07.03 Write reports and make oral presentations
07.04 Maintain test logs
07.05 Make equipment-failure reports
07.06 Specify and requisition simple electronic components
07.07 Compose technical letters and memoranda
07.08 Write formal reports of laboratory experiences
07.09 Draft preventive maintenance and calibration procedures

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search
08.02 Secure information about a job
08.03 Identify documents that may be required when applying for a job
08.04 Complete a job application form correctly
08.05 Demonstrate competence in job interview techniques

Basic Electronics 6 - Continued

08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons
08.07 Identify acceptable work habits
08.08 Demonstrate knowledge of how to make job changes appropriately
08.09 Demonstrate acceptable employee health habits

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1986

PROGRAM TITLE: Industrial Electronics

CODE NUMBER: Secondary _____ Postsecondary EST0100

Florida CIP IN47.010500

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVELS(S): ___7-9 ___9-12 ___Postsecondary Adult Vocational

___Postsecondary Vocational x Other 13-17

CERTIFICATION COVERAGE: TEC ELEC @ 7 ELECTRONIC 7
RADIO TV @ 7

I. MAJOR CONCEPTS/CONTENT: The program is designed to prepare individuals for employment as electronics technicians, any industry (003.161-014), electronics technicians, industrial (003.161-014), electronics technicians, field service engineer, engineering assistant (003.161-014), or in related occupations in electronics.

The program prepares individuals to assemble, install, operate, maintain, troubleshoot, and repair electrical/electronic equipment used in industry.

Graduates of this program will be prepared to enter advanced postsecondary training and education in specialized electronics related fields. They may also be employed as trainees in various electronics related positions in certain industries.

The content includes, but is not limited to, DC circuits, AC circuits, solid-state devices, analog circuits, digital devices, and microprocessors. Integrated into this content will be communications skills, leadership skills, human relations skills, employability skills, safe and efficient work practices, use of circuit diagrams and schematics, soldering and chassis assembly techniques, laboratory practices, and technical recording and reporting.

Industrial Electronics - Continued

II. LABORATORY ACTIVITIES: Electronic laboratory activities are an integral part of this program. The tools, test equipment, materials, and processes used in this laboratory are similar to those used in industry. Students should be able to use the various types of precision test equipment found in general use throughout the electronics industry for the purpose of analyzing, troubleshooting, and repairing electronic circuitry.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is an appropriate vocational student organization for providing communications, leadership, human relations, and employability training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this program.

Instruction in microcomputer familiarization is appropriate for inclusion in this program. Instruction in entrepreneurship is also appropriate for inclusion in this program.

Algebra is recommended as a prerequisite for entry into this program.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan, signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 7.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 1800 contact hours (2160 clock hours).

IV. INTENDED OUTCOMES: After sucessfully completing this program, the individual will be able to:

01. Demonstrate proficiency in laboratory practices.
02. Demonstrate proficiency in DC circuits.
03. Demonstrate proficiency in AC circuits.
04. Demonstrate proficiency in solid-state devices.
05. Demonstrate proficiency in analog circuits.
06. Demonstrate proficiency in digital devices.

Industrial Electronics-Continued

07. Demonstrate proficiency in microprocessing.
08. Demonstrate proficiency in technical recording and reporting.
09. Demonstrate employability skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial Education SECONDARY NUMBER: _____

PROGRAM TITLE: Industrial Electronics POSTSECONDARY NUMBER: EST0100

01.0 DEMONSTRATE PROFICIENCY IN LABORATORY PRACTICES--The student will be able to:

- 01.01 Apply proper OSHA safety standards
- 01.02 Make electrical connections
- 01.03 Identify and use hand tools properly
- 01.04 Identify and use power tools properly
- 01.05 Demonstrate acceptable soldering and desoldering techniques

02.0 DEMONSTRATE PROFICIENCY IN DC CIRCUITS--The student will be able to:

- 02.01 Solve algebraic problems to include exponentials (prerequisite to DC)
- 02.02 Relate electricity to the nature of matter
- 02.03 Identify sources of electricity
- 02.04 Define voltage, current, resistance, power, and energy
- 02.05 Apply and relate Ohm's law
- 02.06 Read and interpret color codes and symbols to identify electrical components and values
- 02.07 Measure properties of a circuit using VOM and DVM meters
- 02.08 Compute and measure conductance and resistance of conductors and insulators
- 02.09 Apply Ohm's law to series circuits
- 02.10 Construct and verify operation of series circuits
- 02.11 Troubleshoot series circuits
- 02.12 Apply Ohm's law to parallel circuits
- 02.13 Construct and verify the operation of parallel circuits
- 02.14 Troubleshoot parallel circuits
- 02.15 Apply Ohm's law to series-parallel circuits
- 02.16 Construct and verify the operation of series-parallel circuits
- 02.17 Troubleshoot series-parallel circuits
- 02.18 Identify and define voltage divider circuits (loaded and unloaded)
- 02.19 Construct and verify the operation of voltage divider circuits (loaded and unloaded)
- 02.20 Troubleshoot voltage divider circuits (loaded and unloaded)
- 02.21 Apply maximum power theory
- 02.22 Construct and verify the operation of DC circuits that demonstrate the maximum power transfer theory
- 02.23 Define magnetic properties of circuits and devices
- 02.24 Determine the physical and electrical characteristics of capacitors and inductors
- 02.25 Define RC and RL time constants and classify the output of differentiators and integrators

Industrial Electronics-Continued

02.26 Construct and verify the operation of differentiators and integrators to determine RC and RL time constants
02.27 Troubleshoot differentiator and integrator circuits
02.28 Set up and operate a VOM for DC circuits
02.29 Set up and operate a DVM for DC circuits
02.30 Set up and operate power supplies for DC circuits
02.31 Set up and operate oscilloscopes for DC circuits

03.0 DEMONSTRATE PROFICIENCY IN AC CIRCUITS--The student will be able to:

03.01 Solve basic trigonometric problems as applicable to electronics (prerequisite to AC)
03.02 Identify properties of an AC signal
03.03 Identify AC sources
03.04 Analyze and measure AC signals using oscilloscope, frequency meter, and generator
03.05 Define the characteristics of AC capacitive circuits
03.06 Construct and verify the operation of AC capacitive circuits
03.07 Troubleshoot AC capacitive circuits
03.08 Define the characteristics of AC inductive circuits
03.09 Construct and verify the operation of AC inductive circuits
03.10 Troubleshoot AC inductive circuits
03.11 Define and apply the principles of transformers to AC circuits
03.12 Construct and verify the operation of AC circuits utilizing transformers
03.13 Troubleshoot AC circuits utilizing transformers
03.14 Define the characteristics of RLC circuits (series, parallel, and complex)
03.15 Construct and verify the operation of RLC circuits (series, parallel, and complex)
03.16 Define the characteristics of series and parallel resonant circuits
03.17 Construct and verify the operation of series and parallel resonant circuits
03.18 Define the characteristics of filter circuits
03.19 Construct and verify the operation of filter circuits
03.20 Troubleshoot filter circuits
03.21 Define the characteristics of polyphase circuits
03.22 Define basic motor theory and operation
03.23 Define basic generator theory and operation
03.24 Set up and operate a VOM for AC circuits
03.25 Set up and operate a DVM for AC circuits
03.26 Set up and operate power supplies for AC circuits
03.27 Set up and operate oscilloscopes for AC circuits
03.28 Set up and operate frequency counters for AC circuits
03.29 Set up and operate signal generators for AC circuits
03.30 Set up and operate capacitor/inductor analyzers for AC circuits
03.31 Set up and operate impedance bridges for AC circuits

Industrial Electronics-Continued

04.0 DEMONSTRATE PROFICIENCY IN SOLID-STATE DEVICES--The student will be able to:

- 04.01 Identify properties of semiconductor materials
- 04.02 Identify and define operating characteristics and applications of pn junction diodes
- 04.03 Identify and define operating characteristics and applications of special diodes
- 04.04 Analyze diode circuits
- 04.05 Construct diode circuits
- 04.06 Troubleshoot diode circuits
- 04.07 Identify and define operating characteristics and applications of bipolar transistors
- 04.08 Identify and define operating characteristics and applications of field effect transistors (FET's)
- 04.09 Identify and define operating characteristics and applications of thyristors
- 04.10 Identify and define operating characteristics and applications of integrated circuits
- 04.11 Set up and operate a VOM for solid-state devices
- 04.12 Set up and operate a DVM for solid-state devices
- 04.13 Set up and operate power supplies for solid-state devices
- 04.14 Set up and operate oscilloscopes for solid-state devices
- 04.15 Set up and operate frequency counters for solid-state devices
- 04.16 Set up and operate signal generators for solid-state devices
- 04.17 Set up and operate capacitor/inductor analyzers for solid-state devices
- 04.18 Set up and operate impedance bridges for solid-state devices
- 04.19 Set up and operate curve tracers
- 04.20 Set up and operate transistor testers

05.0 DEMONSTRATE PROFICIENCY IN ANALOG CIRCUITS--The student will be able to:

- 05.01 Identify and define operating characteristics and applications of single-stage amplifiers
- 05.02 Construct single-stage amplifiers
- 05.03 Troubleshoot single-stage amplifiers
- 05.04 Identify and define operational characteristics and applications of multistage amplifiers
- 05.05 Construct multistage amplifiers
- 05.06 Troubleshoot multistage amplifiers
- 05.07 Identify and define operating characteristics and applications of basic power supplies and filters
- 05.08 Construct basic power supplies and filters
- 05.09 Troubleshoot basic power supplies and filters
- 05.10 Identify and define operating characteristics and applications of differential and operational amplifiers
- 05.11 Construct differential and operational amplifiers

Industrial Electronics-Continued

05.12 Troubleshoot differential and operational amplifiers
05.13 Identify and define operating characteristics and applications of power supply regulators
05.14 Construct power supply regulators
05.15 Troubleshoot power supply regulators
05.16 Identify and define operating characteristics and applications of active filters
05.17 Construct active filters
05.18 Troubleshoot active filters
05.19 Identify and define operating characteristics and applications of sinusoidal and non-sinusoidal oscillators
05.20 Construct oscillators (optional in high school and vocational center programs)
05.21 Troubleshoot oscillators (optional in high school and vocational center programs)
05.22 Identify and define operating characteristics and applications of motor phase-control circuits (single-phase and multiphase)
05.23 Identify and define operating characteristics and applications of cathode ray tubes (CRT's) as used in video terminals
05.24 Identify and define operating characteristics and applications of optical devices
05.25 Set up and operate a VOM for analog circuits
05.26 Set up and operate a DVM for analog circuits
05.27 Set up and operate power supplies for analog circuits
05.28 Set up and operate oscilloscopes for analog circuits
05.29 Set up and operate frequency counters for analog circuits
05.30 Set up and operate signal generators for analog circuits
05.31 Set up and operate impedance bridges for analog circuits

06.0 DEMONSTRATE PROFICIENCY IN DIGITAL DEVICES--The student will be able to:

06.01 Define and apply numbering systems (hex., bin., and oct.) to codes and arithmetic
06.02 Analyze/minimize logic circuits using Boolean operations
06.03 Set up and operate a VOM for digital devices
06.04 Set up and operate a DVM for digital devices
06.05 Set up and operate logic probes for digital devices
06.06 Set up and operate power supplies for digital devices and solve power distribution and noise problems
06.07 Set up and operate pulsers for digital devices
06.08 Set up and operate oscilloscopes for digital devices
06.09 Set up and operate logic analyzers for digital devices
06.10 Set up and operate pulse generators for digital devices
06.11 Set up and operate counters for digital devices
06.12 Identify types of logic gates and their truth tables
06.13 Construct logic gates using discrete components
06.14 Troubleshoot logic gates

Industrial Electronics-Continued

06.15 Analyze types of flip-flops and their truth and excitation tables
06.16 Construct flip-flops using discrete components
06.17 Troubleshoot flip-flops
06.18 Identify, define, and measure characteristics of integrated circuit IC logic families
06.19 Identify types of registers and counters
06.20 Construct registers and counters using flip-flops and logic gates
06.21 Troubleshoot registers and counters
06.22 Analyze clock and timing circuits
06.23 Construct clock and timing circuits
06.24 Troubleshoot clock and timing circuits
06.25 Identify and relate types of logic-arithmetic circuits
06.26 Construct logic-arithmetic circuits
06.27 Troubleshoot logic-arithmetic circuits
06.28 Identify types of encoding and decoding devices
06.29 Construct encoders and decoders
06.30 Troubleshoot encoders and decoders
06.31 Identify types of multiplexer and demultiplexer circuits
06.32 Construct multiplexer and demultiplexer circuits
06.33 Troubleshoot multiplexer and demultiplexer circuits
06.34 Identify types of memory circuits (static, dynamic, volatile, nonvolatile, etc.)
06.35 Use memory devices in circuits
06.36 Troubleshoot memory-device circuits
06.37 Relate the uses of digital-to-analog and analog-to-digital conversions
06.38 Construct digital-to-analog and analog-to-digital circuits
06.39 Troubleshoot digital-to-analog and analog-to-digital circuits
06.40 Identify types of displays (LED, LCD, etc.)
06.41 Construct display circuits
06.42 Troubleshoot display circuits
06.43 Analyze representative digital systems (Class Project)
06.44 Design, construct, and troubleshoot representative digital systems (Class Project)
06.45 Demonstrate applications of representative digital systems (Class Project)

07.0 DEMONSTRATE PROFICIENCY IN MICROPROCESSING--The student will be able to:

07.01 Identify CPU (Architecture) building blocks and their uses
07.02 Analyze BUS concepts
07.03 Analyze various memory schemes
07.04 Set up and operate a VOM for microprocessing analysis
07.05 Set up and operate a DVM for microprocessing analysis
07.06 Set up and operate power supplies for microprocessor use
07.07 Set up and operate oscilloscopes for microprocessors

Industrial Electronics-Continued

07.08 Set up and operate logic/data analyzers for microprocessor de-bug
07.09 Identify types of input and output devices and peripherals (PIA's, UART's, etc.)
07.10 Interface input and output ports (RS-232, RS-422, etc.)
07.11 Troubleshoot input and output ports
07.12 Execute computer instruction sets
07.13 (Class System Project) Design and lay out a unique microprocessing system
07.14 (Class System Project) Construct a unique microprocessing application system
07.15 (Class System Project) Troubleshoot and demonstrate proficiency in a unique application in microprocessor systems
07.16 Construct and troubleshoot a single-chip microprocessor system
07.17 Construct and troubleshoot an advanced microcomputer system

08.0 DEMONSTRATE PROFICIENCY IN TECHNICAL RECORDING AND REPORTING--The student will be able to:

08.01 Draw and interpret electronic schematics
08.02 Record data and design curves and graphs
08.03 Write reports and make oral presentations
08.04 Maintain test logs
08.05 Make equipment-failure reports
08.06 Specify and requisition simple electronic components
08.07 Compose technical letters and memoranda
08.08 Write formal reports of laboratory experiences
08.09 Draft preventive maintenance and calibration procedures

09.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

09.01 Conduct a job search.
09.02 Secure information about a job.
09.03 Identify documents that may be required when applying for a job.
09.04 Complete a job application form correctly.
09.05 Demonstrate competence in job interview techniques.
09.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
09.07 Identify acceptable work habits.
09.08 Demonstrate knowledge of how to make job changes appropriately.
09.09 Demonstrate acceptable employee health habits.

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1986

PROGRAM TITLE: Electronic Technology

CODE NUMBER: Secondary _____ Postsecondary EET0001

Florida CIP IN15.030300

SECONDARY SCHOOL CREDITS ___ COLLEGE CREDITS ___ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVELS(S): ___7-9 ___9-12 ___Postsecondary Adult Vocational

___Postsecondary Vocational X Other (13-15)

CERTIFICATION COVERAGE: ELECTRONIC 7 TEC ELEC @ 7

I. MAJOR CONCEPTS/CONTENT: The program is designed to prepare individuals for employment as electronics technicians, any industry (003.161-014), electronics technicians, industrial (003.161-014), electronics technicians, field service engineer, engineering assistant (003.161-014), or in related occupations in electronics.

The program prepares individuals to assemble, install, operate, maintain, troubleshoot, and repair electrical/electronic equipment used in industry.

Graduates of this program will be prepared to enter advanced postsecondary training and education in specialized electronics related fields. They may also be employed as trainees in various electronics related positions in certain industries.

The content includes, but is not limited to, DC circuits, AC circuits, solid-state devices, analog circuits, digital devices, and microprocessors. Integrated into this content will be communications skills, leadership skills, human relations skills, employability skills, safe and efficient work practices, use of circuit diagrams and schematics, soldering and chassis assembly techniques, laboratory practices, and technical recording and reporting.

Electronic Technology-Continued

II. LABORATORY ACTIVITIES: Electronic laboratory activities are an integral part of this program. The tools, test equipment, materials, and processes used in this laboratory are similar to those used in industry. Students should be able to use the various types of precision test equipment found in general use throughout the electronics industry for the purpose of analyzing, troubleshooting, and repairing electronic circuitry.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is an appropriate vocational student organization for providing communications, leadership, human relations, and employability training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this program.

Instruction in microcomputer familiarization is appropriate for inclusion in this program. Instruction in entrepreneurship is also appropriate for inclusion in this program.

Algebra is recommended as a prerequisite for entry into this program.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan, signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 12.0, Language 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 1800 contact hours (2160 clock hours).

IV. INTENDED OUTCOMES: After sucessfully completing this program, the individual will be able to:

01. Demonstrate proficiency in laboratory practices.
02. Demonstrate proficiency in DC circuits.
03. Demonstrate proficiency in AC circuits.
04. Demonstrate proficiency in solid-state devices.
05. Demonstrate proficiency in analog circuits.
06. Demonstrate proficiency in digital devices.

Electronic Technology-Continued

07. Demonstrate proficiency in microprocessing.
08. Demonstrate proficiency in technical recording and reporting.
09. Demonstrate employability skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1986

PROGRAM AREA: Industrial Education SECONDARY NUMBER: _____

PROGRAM TITLE: Electronic Technology POSTSECONDARY NUMBER: EET0001

01.0 DEMONSTRATE PROFICIENCY IN LABORATORY PRACTICES--The student will be able to:

- 01.01 Apply proper OSHA safety standards
- 01.02 Make electrical connections
- 01.03 Identify and use hand tools properly
- 01.04 Identify and use power tools properly
- 01.05 Demonstrate acceptable soldering and desoldering techniques

02.0 DEMONSTRATE PROFICIENCY IN DC CIRCUITS--The student will be able to:

- 02.01 Solve algebraic problems to include exponentials (prerequisite to DC)
- 02.02 Relate electricity to the nature of matter
- 02.03 Identify sources of electricity
- 02.04 Define voltage, current, resistance, power, and energy
- 02.05 Apply and relate Ohm's law
- 02.06 Read and interpret color codes and symbols to identify electrical components and values
- 02.07 Measure properties of a circuit using VOM and DVM meters
- 02.08 Compute and measure conductance and resistance of conductors and insulators
- 02.09 Apply Ohm's law to series circuits
- 02.10 Construct and verify operation of series circuits
- 02.11 Troubleshoot series circuits
- 02.12 Apply Ohm's law to parallel circuits
- 02.13 Construct and verify the operation of parallel circuits
- 02.14 Troubleshoot parallel circuits
- 02.15 Apply Ohm's law to series-parallel circuits
- 02.16 Construct and verify the operation of series-parallel circuits
- 02.17 Troubleshoot series-parallel circuits
- 02.18 Identify and define voltage divider circuits (loaded and unloaded)
- 02.19 Construct and verify the operation of voltage divider circuits (loaded and unloaded)
- 02.20 Troubleshoot voltage divider circuits (loaded and unloaded)
- 02.21 Apply maximum power theory
- 02.22 Construct and verify the operation of DC circuits that demonstrate the maximum power transfer theory
- 02.23 Define magnetic properties of circuits and devices
- 02.24 Determine the physical and electrical characteristics of capacitors and inductors
- 02.25 Define RC and RL time constants and classify the output of differentiators and integrators

Electronic Technology-Continued

02.26 Construct and verify the operation of differentiators and integrators to determine RC and RL time constants
02.27 Troubleshoot differentiator and integrator circuits
02.28 Set up and operate a VOM for DC circuits
02.29 Set up and operate a DVM for DC circuits
02.30 Set up and operate power supplies for DC circuits
02.31 Set up and operate oscilloscopes for DC circuits

03.0 DEMONSTRATE PROFICIENCY IN AC CIRCUITS--The student will be able to:

03.01 Solve basic trigonometric problems as applicable to electronics (prerequisite to AC)
03.02 Identify properties of an AC signal
03.03 Identify AC sources
03.04 Analyze and measure AC signals using oscilloscope, frequency meter, and generator
03.05 Define the characteristics of AC capacitive circuits
03.06 Construct and verify the operation of AC capacitive circuits
03.07 Troubleshoot AC capacitive circuits
03.08 Define the characteristics of AC inductive circuits
03.09 Construct and verify the operation of AC inductive circuits
03.10 Troubleshoot AC inductive circuits
03.11 Define and apply the principles of transformers to AC circuits
03.12 Construct and verify the operation of AC circuits utilizing transformers
03.13 Troubleshoot AC circuits utilizing transformers
03.14 Define the characteristics of RLC circuits (series, parallel, and complex)
03.15 Construct and verify the operation of RLC circuits (series, parallel, and complex)
03.16 Define the characteristics of series and parallel resonant circuits
03.17 Construct and verify the operation of series and parallel resonant circuits
03.18 Define the characteristics of filter circuits
03.19 Construct and verify the operation of filter circuits
03.20 Troubleshoot filter circuits
03.21 Define the characteristics of polyphase circuits
03.22 Define basic motor theory and operation
03.23 Define basic generator theory and operation
03.24 Set up and operate a VOM for AC circuits
03.25 Set up and operate a DVM for AC circuits
03.26 Set up and operate power supplies for AC circuits
03.27 Set up and operate oscilloscopes for AC circuits
03.28 Set up and operate frequency counters for AC circuits
03.29 Set up and operate signal generators for AC circuits
03.30 Set up and operate capacitor/inductor analyzers for AC circuits
03.31 Set up and operate impedance bridges for AC circuits

Electronic Technology-Continued

04.0 DEMONSTRATE PROFICIENCY IN SOLID-STATE DEVICES--The student will be able to:

- 04.01 Identify properties of semiconductor materials
- 04.02 Identify and define operating characteristics and applications of pn junction diodes
- 04.03 Identify and define operating characteristics and applications of special diodes
- 04.04 Analyze diode circuits
- 04.05 Construct diode circuits
- 04.06 Troubleshoot diode circuits
- 04.07 Identify and define operating characteristics and applications of bipolar transistors
- 04.08 Identify and define operating characteristics and applications of field effect transistors (FET's)
- 04.09 Identify and define operating characteristics and applications of thyristors
- 04.10 Identify and define operating characteristics and applications of integrated circuits
- 04.11 Set up and operate a VOM for solid-state devices
- 04.12 Set up and operate a DVM for solid-state devices
- 04.13 Set up and operate power supplies for solid-state devices
- 04.14 Set up and operate oscilloscopes for solid-state devices
- 04.15 Set up and operate frequency counters for solid-state devices
- 04.16 Set up and operate signal generators for solid-state devices
- 04.17 Set up and operate capacitor/inductor analyzers for solid-state devices
- 04.18 Set up and operate impedance bridges for solid-state devices
- 04.19 Set up and operate curve tracers
- 04.20 Set up and operate transistor testers

05.0 DEMONSTRATE PROFICIENCY IN ANALOG CIRCUITS--The student will be able to:

- 05.01 Identify and define operating characteristics and applications of single-stage amplifiers
- 05.02 Construct single-stage amplifiers
- 05.03 Troubleshoot single-stage amplifiers
- 05.04 Identify and define operational characteristics and applications of multistage amplifiers
- 05.05 Construct multistage amplifiers
- 05.06 Troubleshoot multistage amplifiers
- 05.07 Identify and define operating characteristics and applications of basic power supplies and filters
- 05.08 Construct basic power supplies and filters
- 05.09 Troubleshoot basic power supplies and filters
- 05.10 Identify and define operating characteristics and applications of differential and operational amplifiers
- 05.11 Construct differential and operational amplifiers

Electronic Technology-Continued

05.12 Troubleshoot differential and operational amplifiers
05.13 Identify and define operating characteristics and applications of power supply regulators
05.14 Construct power supply regulators
05.15 Troubleshoot power supply regulators
05.16 Identify and define operating characteristics and applications of active filters
05.17 Construct active filters
05.18 Troubleshoot active filters
05.19 Identify and define operating characteristics and applications of sinusoidal and non-sinusoidal oscillators
05.20 Construct oscillators
05.21 Troubleshoot oscillators
05.22 Identify and define operating characteristics and applications of motor phase-control circuits (single-phase and multiphase)
05.23 Identify and define operating characteristics and applications of cathode ray tubes (CRT's) as used in video terminals
05.24 Identify and define operating characteristics and applications of optical devices
05.25 Set up and operate a VOM for analog circuits
05.26 Set up and operate a DVM for analog circuits
05.27 Set up and operate power supplies for analog circuits
05.28 Set up and operate oscilloscopes for analog circuits
05.29 Set up and operate frequency counters for analog circuits
05.30 Set up and operate signal generators for analog circuits
05.31 Set up and operate impedance bridges for analog circuits

06.0 DEMONSTRATE PROFICIENCY IN DIGITAL DEVICES--The student will be able to:

06.01 Define and apply numbering systems (hex., bin., and oct.) to codes and arithmetic
06.02 Analyze/minimize logic circuits using Boolean operations
06.03 Set up and operate a VOM for digital devices
06.04 Set up and operate a DVM for digital devices
06.05 Set up and operate logic probes for digital devices
06.06 Set up and operate power supplies for digital devices and solve power distribution and noise problems
06.07 Set up and operate pulsers for digital devices
06.08 Set up and operate oscilloscopes for digital devices
06.09 Set up and operate logic analyzers for digital devices
06.10 Set up and operate pulse generators for digital devices
06.11 Set up and operate counters for digital devices
06.12 Identify types of logic gates and their truth tables
06.13 Construct logic gates using discrete components
06.14 Troubleshoot logic gates

Electronic Technology-Continued

06.15 Analyze types of flip-flops and their truth and excitation tables
06.16 Construct flip-flops using discrete components
06.17 Troubleshoot flip-flops
06.18 Identify, define, and measure characteristics of integrated circuit IC logic families
06.19 Identify types of registers and counters
06.20 Construct registers and counters using flip-flops and logic gates
06.21 Troubleshoot registers and counters
06.22 Analyze clock and timing circuits
06.23 Construct clock and timing circuits
06.24 Troubleshoot clock and timing circuits
06.25 Identify and relate types of logic-arithmetic circuits
06.26 Construct logic-arithmetic circuits
06.27 Troubleshoot logic-arithmetic circuits
06.28 Identify types of encoding and decoding devices
06.29 Construct encoders and decoders
06.30 Troubleshoot encoders and decoders
06.31 Identify types of multiplexer and demultiplexer circuits
06.32 Construct multiplexer and demultiplexer circuits
06.33 Troubleshoot multiplexer and demultiplexer circuits
06.34 Identify types of memory circuits (static, dynamic, volatile, nonvolatile, etc.)
06.35 Use memory devices in circuits
06.36 Troubleshoot memory-device circuits
06.37 Relate the uses of digital-to-analog and analog-to-digital conversions
06.38 Construct digital-to-analog and analog-to-digital circuits
06.39 Troubleshoot digital-to-analog and analog-to-digital circuits
06.40 Identify types of displays (LED, LCD, etc.)
06.41 Construct display circuits
06.42 Troubleshoot display circuits
06.43 Analyze representative digital systems (Class Project)
06.44 Design, construct, and troubleshoot representative digital systems (Class Project)
06.45 Demonstrate applications of representative digital systems (Class Project)

07.0 DEMONSTRATE PROFICIENCY IN MICROPROCESSING--The student will be able to:

07.01 Identify CPU (Architecture) building blocks and their uses
07.02 Analyze BUS concepts
07.03 Analyze various memory schemes
07.04 Set up and operate a VOM for microprocessing analysis
07.05 Set up and operate a DVM for microprocessing analysis
07.06 Set up and operate power supplies for microprocessor use
07.07 Set up and operate oscilloscopes for microprocessors

Electronic Technology-Continued

07.08 Set up and operate logic/data analyzers for microprocessor de-bug
07.09 Identify types of input and output devices and peripherals (PIA's, UART's, etc.)
07.10 Interface input and output ports (RS-232, RS-422, etc.)
07.11 Troubleshoot input and output ports
07.12 Execute computer instruction sets
07.13 (Class System Project) Design and lay out a unique microprocessing system
07.14 (Class System Project) Construct a unique microprocessing application system
07.15 (Class System Project) Troubleshoot and demonstrate proficiency in a unique application in microprocessor systems
07.16 Construct and troubleshoot a single-chip microprocessor system
07.17 Construct and troubleshoot an advanced microcomputer system

08.0 DEMONSTRATE PROFICIENCY IN TECHNICAL RECORDING AND REPORTING --The student will be able to:

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State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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